

DOCUMENT RESUME

ED 131 694

FL 008 148

AUTHOR Stilo, Donald L.; And Others
TITLE Introductory Persian.
INSTITUTION Peace Corps, Washington, D.C.
PUB DATE [66]
NOTE 392p.

EDRS PRICE MF-\$0.83 HC-\$20.75 Plus Postage.
DESCRIPTORS English (Second Language); *Intensive Language Courses; *Language Instruction; Language Programs; Languages for Special Purposes; Language Teachers; Pattern Drills (Language); *Persian; *Second Language Learning; *Teacher Education; Textbooks; Volunteers

IDENTIFIERS *Peace Corps

ABSTRACT

This introductory text for Persian was designed for use in intensive Peace Corps training, with emphasis on the field of teaching English as a foreign language. The text includes an introduction which gives the language instructor a brief outline of how to teach the course. Each lesson consists of a dialogue followed by pattern practices of various types: simple, complex, multiple, and forced substitution; expansion; conversation; pronunciation; intonation; and review drills. (CPM)

* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *

ED131694

INTRODUCTORY PERSIAN

by

Donald L. Stilo

in cooperation with

Mehdi Marashi

and

Sharon Barr Stilo

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

A course designed for use in intensive Peace Corps Training,
with emphasis on the field of Teaching English as a Foreign
Language.

PREFACE

I would like to acknowledge first of all the International Center of the University of Texas and the Peace Corps for enabling me to further develop the preliminary materials for this text and so put them to use. Hardly secondary in importance was every trainee of the Peace Corps Training Program - Iran held Summer, 1966.

Among individuals who were of intestimable help to me were: Dr. David de Camp of the University of Texas for his advice and criticisms, Mr. Abolghasem Sadegh for his practical criticisms and suggestions as both a teacher and a native speaker of Persian and Mr. Jerome W. Clinton for his suggestions and aid.

Mr. Maurice Hall, Director of the Training Program is to be thanked for doing everything in his power to make the administration of the Language Program and the publishing of the materials as effortless as possible, and even more for his constant encouragement.

Mr. Mehdi Marashi was responsible for the supplementary lessons contained herein and contributed significantly to the finished text by means of his knowledge of linguistics, modern language pedagogy and the Persian language.

Editing, earlier lesson development, development of and consistency of format, manuscript typing and polycopying were the contributions of my wife, Sharon Barr Stilo.

Donald L. Stilo

INTRODUCTION FOR THE TEACHER

This introduction is written for the language instructor who will be teaching the lessons to follow. It consists of a brief outline of how to teach this course. It is intended for a person untrained in linguistics and does not pretend to be a resume of the methodology of language teaching. This introduction will be supplemented by a short course and practice teaching.

Each lesson of this language course consists of a dialog followed by pattern practices of various types. During the first part of the course, the dialog will be no longer than 4 to 6 lines in length while longer dialogs will be included after the students have acquired some fluency.

1. The Dialog

The first step in teaching a lesson is to have the students memorize the dialog.

1. Say the dialog through once.
2. Repeat each sentence of the dialog twice and give the English equivalent of the sentence, not word by word.
3. Have the students repeat the dialog, sentence by sentence, after you.
4. The teacher takes the role of the first speaker and the class takes the role of the second speaker.
5. The roles are reversed: the teacher takes the second speaker's part and the class takes the first.
6. The class is divided in half and the dialog is repeated again, each half taking a part.
7. Individual students take the part of the first or second speaker and the teacher takes the opposite part.

8. The final step is to have the students repeat the dialog among themselves, individually.

2. Problems in Teaching the Dialog

1. If the students seem unable to repeat a long sentence, break the sentence apart by phrase, beginning at the end of the sentence. For example:

dars mide.

inglisi dars mide.

dar tehran inglisi dars mide.

jamsid dar tehran inglisi dars mide.

berakare jamsid dar tehran inglisi dars mide.

It is important to break the sentence up in this way so that the intonation pattern remains constantly the same.

2. It is important that the students do not give words such as /tegzas/, /kalifornia/, /kolombia/, etc., the English pronunciation. These words for American places must be pronounced as they would be pronounced in Iran by a non-English speaking Iranian. They must contain Persian sounds, not English sounds. It will be strange to the students at first to pronounce these familiar words with "a Persian accent". The tendency will be to say them in English. Remind them that they occur in a Persian dialog or drill and must be considered Persian words.
3. Speak naturally and at your normal speed. It is especially important that you be careful not to pick up an "American" accent. It is especially easy to pick up English intonation patterns af-

ter listening to the students say a Persian sentence with English intonation over and over. You may find other Persian sounds, such as /r/, also changing after many repetitions. This point must be watched in doing drills also.

4. Use only your own natural pronunciation. Do not sound like Radio Tehran!
5. Do not translate any unit smaller than those found in the dialog with translation. In other words, if /dars mide/ is listed in the dialog as meaning "he teaches", do not explain that /dars/ means "lesson".

The dialogs for at least the first half of the course will be very short. The sentences in the dialogs will be sentences that contain patterns basic to the language. After the student has memorized one of these sentences, he has memorized a basic pattern. The next step, then, is to enable him to use this pattern in saying other sentences. The purpose of the drill or pattern practice is to make him fluent in the use of sentences similar to the one he has memorized.

3. Pattern Practices

Pattern practices are of different kinds, all of which will be discussed, but the general method of using them is the same. The student will be unfamiliar with how to participate in this kind of drill for the first week or two. For this period (and whenever new types of drill are introduced subsequently) the teacher must "do the drill with himself" once, to show the student how he should respond. Whenever you start a drill, do a few examples to show the student what he is to do.

1. The teacher repeats the basic sentence several times, having the students repeat with him, and then after him. Usually this sentence will be one from the dialog.
2. The teacher gives a cue by means of a picture or a word and the student(s) repeat the sentence including a change. A cue is some action on the part of the teacher, verbal or non-verbal, that signals to the student what response he is to make. For example:

T: beraderam der amrika zendegi mikone. xahar

S: xaharam der amrika zendegi mikone.

T: xaherem der amrika zendegi mikone. pedar

S: pedarəm dər amrika zendegi mikone.

Some kinds of cues you may use are:

- a. word T: in ci-e? ketab S: in ketab-e.
b. picture T: in ci-e? (point to picture of a book)
 S: in ketab-e.
c. gesture T: ~~menzeletun~~ ~~mazdik~~-e? (make negative gesture)
 S: ~~menzelam~~ ~~mazdik~~ nist.

3. The teacher should always repeat the correct response after the student(s).
4. Do not repeat a drill more than once substituting the items in the same order. The students will memorize the order and will learn nothing from the drill. Give the cues in a different order each time you do a drill so that you have their full attention.

5. Although pattern practices are used primarily to teach grammatical patterns, be sure and notice which students are making which mistakes in pronunciation so that they may be drilled after the completion of the drill.
6. The responses to each drill should be done as a group first and then, after the class has reached some fluency, the drill should be done with the individual. The drill should be repeated until the response is absolutely automatic on the part of each individual.
7. Be sure to retain your natural intonation and pronunciation at your normal rate of speed.
8. New vocabulary that is used in a drill should be introduced before you start the drill by having students repeat the new words after you until they know them well. New vocabulary will not often be more than five or six words. New vocabulary items in the drills will be marked by an asterisk (*).

4. Types of Pattern Practices

1. Simple Substitution Drill

In this drill one word is substituted for another, always in the same place in the sentence. For example:

T: mænzele mæn næzdik-e. šoma

S: mænzele šoma næzdik-e.

T: mænzele šoma næzdik-e. ma

S: mænzele ma næzdik-e.

In simple substitution drills, as in all other drills, you should give only the substitutions listed in the drill.

2. Complex Substitution Drill

This drill differs from simple substitution only in that substituted items may be said in two or more places in the sentence.

For example:

T: mənzele mən məzdike. dur

S: mənzele mən dur-e.

T: mənzele mən dur-e. šoma

S: mənzele šoma dur-e.

T: mənzele šoma dur-e. mašin.

S: mašine šoma dur-e.

3. Multiple Substitution Drill

In this drill the cue is more than one item. It may be any combination of the kinds of cues. The students' response, then, changes the basic sentence in more than one way. For example:

T: mosllemetun inglisi midune. šoma (point to berader)

S: beraderam inglisi midune.

It is important that the first cue be for one position in the sentence and the second cue for another, and that the student knows where to put each item that is cued. It doesn't make any difference which cue you put first, as long as the order of cues remains consistent.

Most multiple substitution drills will have no more than two cues.

4. Forced Substitution Drills

In this type of drill, the teacher gives a cue which forces

9 the student to change not only the one word but something else

as well. An example of this is when the teacher gives a new subject to the sentence, the student must change the verb ending as well. For example:

T: ma mirim sinema. šoma

S: šoma mirid sinema.

Another example is the negative:

T: fereydun dar tegzas zendegi mikone. mæxeyr.

S: mæxeyr, fereydun dar tegzas zendegi nemikone.

5. Expansion Drills

This type of drill may include substitutions or forced substitutions.

T: pedarām dars mide. inglisi

S: pedarām inglisi dars mide.

T: pedarām inglisi dars mide. mader

S: pedarō maderām inglisi dars midand.

Remember to start from the end of the sentence if the students are not able to repeat a long sentence the first time. Be sure to watch for mispronunciations and wrong intonation.

6. Conversation Drills

These usually will consist of the teacher asking a question and the student responding with the correct answer. The answer may be cued by the teacher or not. The former type will go like this:

T: baradaretun dar amrika zendegi mikone? mæxeyr

S: baradaram dar amrika zendegi nemikone.

In the second type, the student will respond with whatever

answer he can say, as truthfully as he wishes or is possible.

7. Pronunciation Drills

An explanation of drills for pronunciation is included here although pronunciation drills do not occur in all of the lessons.

Pronunciation drills will be, for the most part, simple imitation of lists of words or sentences. These drills will be on sounds difficult for the English speaking student, such as /q/, /x/, /r/, /æ/ and /a/.

1. Have the students listen carefully the first time. Point out the sound that they should listen for. Then say the words (or whatever material is included in the lesson).
2. Lists of minimal pairs are included in pronunciation lessons.

A minimal pair is a set of two words that are identical except for one sound. Minimal pairs are used to show students pronunciation distinctions that they should make in order to be understood. Note that the following minimal pairs are exactly the same except for the pronunciation of one sound:

/xali/	/qali/
/mikænde/	/mixænde/
/ræst/	/ræst/
/dar/	/dad/

Lists of minimal pairs will be included in the textbook. When students begin to substitute an English sound for a Persian sound, such as /k/ for /x/, you will be able to refer to these lists to drill the students on the difference.

You should, however, be able to make up your own minimal pairs on the spot.

By placing emphasis on minimal pairs, you can show the students that what they consider a small mistake or "an accent", can make a Persian speaker think they said something different than what they wanted to say.

3. After you have said the examples (or minimal pairs) clearly, have the class repeat after you.
4. You say one of the pair of words, and the students repeat the other one. Or have them tell you whether it is sound one or two that you are saying.

5. Teaching Intonation

Teaching intonation involves slightly different problems. Intonation for statements and sentences may be drilled by imitation or by asking questions or giving statements and having the students transform the statements into questions.

In some cases, when the students continue to say Persian sentences with English intonation, it is helpful to "hum" the sentence by leaving out all the words and saying the intonation using 'm' or 'da'. For example:

haraderetun espaniolio inglisi xeyli xub midune.

m m m m m m m m m m m m m m m m m m m m m m

dadadadada dadadadada dadada dada da dadada

Another problem you may encounter while teaching the inton-

ation patterns is building up a question from the end of the sentence. You may have the tendency to build up the sentence using the statement intonation and then, after it is complete, change the intonation to a question. In other words, you might do this:

dars mide.

inglisi dars mide.

ali inglisi dars mide.

baradare ali inglisi dars mide.

baradare ali inglisi dars mide?

In building up question intonation, each phrase must have the question intonation. In other words, you should do this:

dars mide?

inglisi dars mide?

ali inglisi dars mide?

baradare ali inglisi dars mide?

baradare ali inglisi dars mide?

8. Review Drills

Review drills of all the above types will be included in some lessons. Do these drills before you teach the dialog for the day or any new drills.

9. Supplementary Conversation

In addition to the regular lessons described above, supplementary lessons will be drilled by the teacher. These lessons will differ in that there will be no English used. They will consist of easy phrases and sentences that, for the most part, will

be easier and shorter than those in the regular lesson.

The purpose of this section of the lesson is to drill students in giving short answers and asking short questions as well as building vocabulary (especially concrete nouns and vocabulary useful for the classroom). The patterns will be simplified versions of grammatical patterns that they are learning or have learned from the regular lessons.

At the beginning, the supplementary conversation lessons will be very short, with the purpose of increasing vocabulary. There will be charts to accompany this part of several lessons.

As the lessons progress, however, this section of the lessons will be expanded into an hour-long conversation period. These conversations will not, however, be totally free. The teacher will be instructed in exactly what words and sentence types he can use during this period. The purpose of this, as in the first supplementary conversation periods, is to reinforce the patterns the students are learning in the regular lessons.

5. Grammar Explanations

Do not attempt to explain why something is said the way it is, or how to say something that has not already been covered. There will be an hour of grammar explanation per week, with time for questions. Tell the students to write down their questions for then.

It is above all important to teach nothing to the students that is not in the dialog or the pattern practices of the day except review, unless otherwise indicated. The lessons are very carefully planned for the simplest and fastest learning on the part of the students. A gram-

new point introduced too early can only confuse your students.

6. Translation

Avoid translation if there is some other means possible of conveying what the word means. If the cue is on a chart or can be given in some other way, it is by all means advisable to do so.

However, due to the monotony of these kinds of drills, it may be necessary to check on the students' comprehension by asking them the translation of a sentence somewhere in the middle of a drill. This should not be done too often, but often enough to keep them aware of what is going on. It is easy enough for a student to give the correct response without having the slightest idea of what he is saying.

7. Length of Lessons

There is no way to determine exactly how long it will take to do a single lesson. The length of time will be determined by how fast the students master the patterns of the dialog and how fast they learn to manipulate them through the use of drills. Go just as fast as the class can and no faster. Do not leave any student behind. The only way that language skills (or any other skill such as swimming or music) can be learned correctly is with practice and more practice. Do not become impatient and go on to another drill just because you are tired of the one you are doing.

June 10, 1966

Donald L. Stilo

GREETINGS

- 1: salam. hale šoma cetore/
2: mersi, bəd nist. hale šoma cetore/
1: bəd nist, mersi.

Vocabulary

salam

"Hello"

hale šoma cetore/

"How are you?"

mersi

"Thank you"

bəd nist

"Not bad"

SUPPLEMENTARY CONVERSATION

The following supplementary material should be learned during the first week:

1. Lesson 1 (for recognition only): tekrar konid
 talafoz konid

2. Lesson 2: xodafez

3. Lesson 3a.: javab budid (recognition only)
 befermaid

4. Lesson 3b.: aqaye -----
 xanume --

(Substitute names of class members, teachers and staff.)

Pronunciation Unit 1

/a/ and /æ/ are sounds that must be clearly distinguished in Persian. Although both of these sounds occur in English, they may sound different according to the dialect of English or the word they occur in. Listen to the quality of the vowel as you imitate these Persian words:

/čəp/	"left"	/čəp/	"print"
/æz/	"from"	/az/	"greed"
/dəst/	"plain, desert"	/dəst/	"he had"

/æ/, if you compare, is similar to the "a" sound in "cat". The English sound often changes in quality before /m/, /n/, /r/, or /l/. You must be careful not to give the English quality to this sound in Persian.

Listen to the following words pronounced by an Iranian and compare them to your own pronunciation of English words which sound similar:

<u>Persian</u>	<u>English</u>
/čəp/	"chap"
/æks/	"axe"
/səd/	"sad"
/pəst/	"past"
/həm/	"ham"
/dəst/	"dashed"

It is important to remember that these sounds are as different in Persian as /p/ and /b/ are. If you do not make the distinction between /a/ and /æ/, you will be misunderstood.

Pronunciation Drill 1.1 Imitation

nam	nam
bad	bad
čəp	čəp

Pronunciation Drill 1.1 (cont'd)

zad	zad
az	az
dašt	dašt
pas	pas
mad	mad
ham	ham
na	na
dam	dam
saf	saf

Pronunciation Drill 1.2 Now imitate the following words:

kural
 damad
 samad
 baradar
 kamarband
 fariba
 caman
 caran
 hasan
 salam

(The teacher should be careful to notice if the students substitute /o/ for /a/. If they do, the following minimal pairs may be drilled:)

mad	mod
na	no(h)
dam	dcm
šad	šod
kašt	košt

(If the student substitutes the English /ɔ/ (as in "dog", "fall", the following words should be drilled:)

Pronunciation Drill 1.2 (cont'd)

bar	bor
dar	dor
lar	lor
sar	sor

The Persian /r/ may prove difficult for some English speakers. Listen to your teacher as he says the following list of words:

feranse

dar

barader

baradaram

dars mide

herf mizane

širaz

This sound (almost like the "r" in Spanish) is made by a short flap of the tongue against the alveolar ridge (gum ridge) behind the front teeth. Do not confuse this sound with English /l/ or /d/. Practice the following words:

Pronunciation Drill 1.3

dir

dur

rus

rast

boro

6

riš

rang

ruh

Be careful not to change the vowel quality before or after /r/.

Pronunciation Drill 1.4 Pronounce the following /m/ - /n/ minimal pairs which contain the Persian /r/:

dar

dar

tar

tar

sar

sar

bar

bar

mar

mar

LESSON 1

dialog

barader

brother

-am

my

dar

in

amriká

America

zendegi mikone

he, she lives, is living

J: baraderam dar amrika zendegi
mikone.

My brother lives in America

rast migid?

really?

unja

there

kár mikone

he works

G: rast migid? unja kar mikone?

Really? Does he work there?

bale

yes

tegzás

Texas

dárs mide

he teaches

J: bale, dar tegzas dars mide. Yes, he teaches in Texas.

dialog

Jamshid: baraderam dar amriká zendegi mikone.

George: rast migid? unja kár mikone?

Jamshid: bale, dar tegzás dars mide.

Drill 1.1 Simple Substitution

jamšid dar tehran dars mide.

mlf

fereydun

dara

širín

ferešte

Drill 1.2 Simple Substitution

baraderam dar amrika zendegi mikone.

pekar*

mader*

dust*

pedar

baradar

mader

Drill 1.3 Simple Substitution

dustam dar amrika dars mide.

tegzas

esfahan

kalifornia

tehran

širáz

nyu york

iran

Drill 1.4 Free Substitution (substitute any item in Drill 1.3)

T: unja kar mikone?

S: bale, dar _____ dars mide.

Drill 1.5 Simple Substitution

pedarān dar tehran zendegi mikone.

kar mikone.

dars mide

kar mikone.

zendegi mikone.

dars mide.

kar mikone.

Drill 1.6 Complex substitution

baradarān dar amrika zendegi mikone.

jamšid

tegzas

kar mikone.

ali

esfahan

kalifornia

zendegi mikone.

tehran

dars mide.

ferešte

tegzas

fereydun

tehran

madarān

širaz

nyo york

dustān

kar mikone.

iran

Drill 1.6 (cont'd)

dustam dar iran kar mikone.

širin

tehran

zendegi mikone.

kar mikone.

tagzas

pedarazm

Drill 1.7 Free Substitution

(The students should repeat the dialog in pairs, substituting any verb,
place name or subject they wish.)

Pronunciation Unit 2

Pronunciation Drill 2.1 Listen to and practice the following words containing the sounds /a/ and /æ/.

baed	bad
baem	bam
maest	rast
hael	hal
saeŋ	saf
ab	ab

This lesson introduces the new sound /x/. Because this sound is not found in English, you are likely to substitute the English sound /k/.

Listen to the following pairs of words in Persian and imitate:

Pronunciation Drill 2.2

xub	kub
xar	kar
xol	kol
xoŋ	koŋ
xam	kam
xase	kase
xal	kal
xord	kord

Some English speakers substitute the English sound /h/ for Persian /x/. It is important to remember that in Persian /h/, /k/, and /x/ are three different sounds that distinguish meaning.

Pronunciation Drill 2.3

xan	han
xam	ham

Pronunciation Drill 2.3 (cont'd)

ʔax	ʔah
xe	he
xal	hal
xešt	hešt

Pronunciation Drill 2.4

1	2	3
har	xar	kar
hud	xud	kud
hol	xol	kol
hal	xal	kal
han	xan	kan

LESSON 2
dialog a

- | | |
|---|--|
| *etun | your |
| danešga | university |
| G: baradaretun der danešga dars mîde? | Does your brother teach at a university? |
| fizik | physics |
| -o | and |
| šimî | chemistry |
| J: bāle, fiziko šimî dars mîde. | Yes, he teaches physics and chemistry. |
| pes | |
| inglisi | English |
| hatman | for sure, undoubtedly |
| xub | well |
| midune | he knows |
| G: pes hatman inglisi xub midune. | Then he no doubt knows English well. |
| xeyli | very |
| hārf mizānē | he speaks, talks |
| J: bāle, inglisi xeyli xub hārf mizānē. | Yes, he speaks English very well. |

LESSON 2
dialog a

- George: baradaretun der danešga dars mîde?
 Jamshid: bāle, fiziko šimî dars mîde.
 George: pes hatman inglisi xub midune.
 Jamshid: bāle, inglisi xeyli xub hārf mizānē.

Drill 2a.1 Simple Substitution

beradarem inglisi dars midi.

žaponi

farsi*

espanyoli

arabi

šimi

rusi

fizik

Drill 2a.2 Simple Substitution

dustan inglisi farsi harf mizane.

espanyoli

arabi

rusi

žaponi

inglisi

rusi

espanyoli

žaponi

inglisi

Drill 2a.3 Simple Substitution

pedarem šimio fizik dars mido.

farsi

rusi

arabi

espanyoli

žaponi

inglisi

Drill 2a.4 Expansion

inglisi xub midune.

inglisio farsi xub midune.

inglisio farsio espanyoli xub midune.

inglisio farsio espanyolio rusi xub midune.

fizik dars mide.

fiziko šimi dars mide.

fiziko šimio farsi dars mide.

fiziko šimio farsio bioloži* dars mide.

dar tegzas fiziko šimio farsio bioloži dars mide.

Drill 2a.5 Complex Substitution

dustetun inglisi harf mizane.

baradar

mader

pedar

xahar*

dust

(-am)

(-etun)

(-am)

mader

(-etun)

pedar

baradar

(-am)

Drill 2a.5 (cont'd)

dustetun inglisi herf mizane.

peder

(-etun)

dust

(-em)

Drill 2a.6 Multiple Substitution (Repeat Drill 2a.5 substituting both items at the same time.)

Drill 2a.7 Expansion

dars mide.

pederetun dars mide.

pederetun inglisi dars mide.

pederetun inglisio espanyoli dars mide.

pederetun inglisio espanyolio Yimi dars mide.

pederetun inglisio espanyolio Yimi xub dars mide.

pederetun inglisio espanyolio Yimi xeyli xub dars mide.

pederetun hatman inglisio espanyolio Yimi xub dars mide.

Drill 2a.8 Free Substitution (If time allows, dialogs one and two should be repeated by all students. Free substitutions of proper names, place names and subject names should be encouraged.)

LESSON 2

dialog b.

kojá

where?

zendegí mikonand

they live, are living

G: pedáro madáretun kojá zendegí
mikonand?

Where do your mother and father live?

J: širáz zendegí mikonand.

They live in Shiraz.

G. pedáretun unjá kár mikone?

Does your father work there?

digé

no longer (with negative verb)

kár némikone

he doesn't work

náxeyr.

no

J: náxeyr. pedáram digé kár
némikone.

No, my father doesn't work any longer.

LESSON 2

dialog b.

George: pedáro madáretun kojá zendegí mikonand?

Jamshid: širáz zendegí mikonand.

George: pedáretun unjá kár mikone?

Jamshid: náxeyr. pedáram digé kár némikone.

Drill 2b.1 Complex Substitution (Review)

beradaram inglisi dars mide.

farsi

herf mizane.

(-etun)

espanyoli

midune

pedar

farsi

inglisi

herf mizane

farsi

(-am)

midune

dars mide.

Drill 2b.2

pedaro madaretun širaz zendegi mikonand.

beradar

madar

ahar

beradar

Drill 2b.3

pedaro madaram farsi xeyli xub midunand.

(-etun)

(-am)

Drill 2b.3 (cont'd)

pedaro medarəm farsī xeylī xub midarənd.

(-əm)

(-etun)

(-əm)

(-etun)

Drill 2b.4 Multiple Substitution

pedaro maderetun dər nyo yorck farsī dars midənd.

mader beradar

pedar xahər

pedar beradar

beradar xahər

pedar mader

mader xahər

Drill 2b.5 Multiple Substitution (Repeat Drill 2b.4 using /-əm/)

Drill 2b.6 Forced Substitution

pedaro maderəm širaz zendegī mikorənd.

pedaro beradarəm

dustetun

jamšid

alio jamšid

širin

jamšido fereydun

dustəm

beradarəm

maderə xahərəm

Drill 2b.6 (cont'd)

madaro xaharam Xiraz zendegi mikonand.

pedaretun

ferešte

Drill 2b.7 Simple Substitution (Use the infinitive as a cue.)

pedaro madaram dar tegzas zendegi mikonand.

kar mikon-

dars mid-

zendegi mikon-

kar mikon-

dars mid-

Drill 2b.8 Complex Substitution (Use infinitive cues for verbs.)

beradaretun dar iran dars mide.

pedaro madaretun

dustetun

kar mikon-

beradaro xaharetun

zendegi mikon-

dustam

inglisi dars mid-

pedaro beradar

inglisi harrf mizzen-

jamšid

jamšido fereydun

farsi dars mid-

inglisi

midun-

(Give a short explanation of the "no" gesture in Persian and use it as a visual cue for negation. Point out that the word stress of the inflected verb moves from /mi-/ to /ne-/ when the word becomes negative. Have the students imitate the following pairs.)

kār mikone	kār nēmikone.
zendegī mikone	zendegī nēmikone.
dārs mide	dārs nēmide.
hārf mizane	hārf nēmizane
midune	nēmidune

Drill 2b.9.1 Simple Substitution (Use infinitive as cue for verb.)

a. beṛadārazm dār Širāz zendegī nemikone.

kar nemikone.

dars nemide.

zendegī nemikone.

kar nemikone.

dars nemide.

b. xaharetun fārsi xeyli xub hārf nemizane.

nemidune.

dars nemide.

hārf nemizane.

nemidune.

dars nemide.

Drill 2b.9.2 Forced Substitution (Give negative gesture as cue.)

Žaponi xub midune. (neg)

inglisi xub hārf mizānand. (neg)

dār iran zendegī mikonand. (neg)

dār danešga kar mikone. (neg)

Drill 2b.9.3 Forced Substitution (Make affirmative gesture as cue.)

dər tegzas zendegi nemikone. (aff)

farsi hərf nemizansənd. (aff)

Šimi xeyli xub nemidune. (aff)

inglisi dars nemidənd. (aff)

pedəram Šaponi nemidune. (aff)

Drill 2b.9.4 Forced Substitution (Give negative or affirmative gestures as cues where indicated.)

bəradəram espanyoli xub nemidune. (aff)

mədərətun dər danəšga dars nemide. (aff)

pedəram unja kar mikone. (neg)

inglisi xeyli xub midunənd. (neg)

bəradərətun farsi xub hərf mizəne. (neg)

unja zendegi mikonənd. (neg)

unja kar nemikone. (aff) .

fiziko Šimi dars mide. (neg)

Drill 2b.9.5 Conversation with Cue Given (Do not elicit bəle or nəxeyr with these questions.)

inglisi xub hərf mizəne? (neg)

Šaponi xub hərf nemizəne? (aff)

dər danəšga inglisi dars mide? (neg)

unja kar nemikonənd? (aff)

bəradərətun unja zendegi nemikone? (aff)

unja farsi dars nemide? (aff)

jamšid Šimi xub midune? (neg)

jamšido əli inglisi nemidunənd? (aff)

Drill 2b.10 Complex and Forced Substitution

bəradəram dər amrika zendegi mikone.

tehran

pedəram

Drill 2b.10 (cont'd)

pedarəm dar tehran zendegi mikone.

(neg)

širaz

madaretun

zendegi mikon-

pedaro madarəm

amrika

iran

kar mikon-

(aff)

tegzas

esfahan

(neg)

baradarəm

(aff)

vašington*

zendegi mikon-

madaro baradarəm

širaz

iran

(neg)

dars mid-

pedaro baradarəm

amrika

tegzas

Drill 2b.10 (cont'd)

pedero h₂radarem dar tegzas dars midand.

(aff)

zendegi mikon-

madarem

tehran

baradaretun

(neg)

dars mid-

Drill 2b.11 Free Conversation

S₁ pedero madaretun koja zendegi mikonand?

S₁ unja kar mikonand?

S₂ baradaretun koja kar mikone?

S₂ faranse midune?

S₃ pedaretun inglisi midune?

S₃ pedaretun inglisi dars mide?

S₄ madaretun kar mikone?

S₄ (if affirmative: koja kar mikone?)
(if negative: pedaretun kar mikone?)

S₅ pedero madaretun dar tegzas zendegi mikonand?

S₅ pedaretun koja kar mikone?

Drill 24.11 (cont'd)

S₆ baradaretun espanyoli herf mizane?

S₆ baradaretun fizik ders mide?

S₇ pedaro madaretun kar mikomand?

S₇ baradaretun koja zendegi mikone?

S₈ madaretun ders mide?

S₈ pedaretun koja kar mikone?

LESSON 3

dialog a.

šoma	you
feranse	French
G: šoma feranse haf mizanid?	Do you speak French?
kami	a little
mifahman	I understand
J: nexeyr, kami mifahman	No, I understand a little.
G: inglisi midunid?	Do you know English?
mixonem	I study, read
men	I
J: bale, men der danešga inglisi mixonem.	Yes, I study English at the University.

LESSON 3

dialog a

George: šomá feransé haf mizanid?

Jamshid: nexeyr, kami mifahman.

George: inglisi midunid?

Jamshid: bale, men der danešgá inglisi mixonem.

Drill 3a.1 Imitation

man harf mizanam

man zendegi mikonam

man kar mikonam

man dars midam

man midunam

man mixunam

man mifahmam

šoma harf mizanid

šoma zendegi mikonid

šoma kar mikonid

šoma dars midid

šoma midunid

šoma mixunid

šoma mifahmid

Drill 3a.2 Multiple Substitution

man harf mizanam

šoma

mixun-

man

zendegi mikon-

pedaretun

dars mid-

pedaro madar

midun-

šoma

Drill 3a.2 (cont'd)

šoma midunid

mifəhm-

man

dərs mid-

xahəro baradəram

zendegi mikon-

dustəm

midun-

jəmsido ali

mifəhm-

fereydun

madəram

dərs mid-

Drill 3a.3 Multiple Substitution (Repeat Drill 3a.2 in the negative.)

Drill 3a.4 Multiple and Forced Substitution

man dər daneəga inglisi mixurəm.

šoma

amrika

dərs mide.

farsi

dustəm

(neg)

paris

fəranse

man

Drill 3a.4 (cont'd)

man dar paris faranse mixunam

šoma

jamšido dustam

farsi

mixun-

(neg)

man

pedaretun

širaz

dars mid-

(aff)

ali

tehran

rusi

mixun-

(neg)

Drill 3a.5 Multiple and Forced Substitution

jamšid inglisi xub haerf mizane.

man

šoma

-(quest)

midun-

(neg)

mifehm-

-(statement)

man

Drill 3a.5 (cont'd)

man inglisi xub harf nemizaram.
farsi

(aff)

-(question)

šoma

espanyoli

dars mid-

-(statement)

fereydano pedaram

harf mizan-

(neg)

šoma

-(question)

midun-

inglisi

-(statement)

man

(aff)

mifrah-

man

šoma

(neg)

midun-

(aff)

Drill 3a.6 Free Conversation (Repeat Drill 2b.4)

PRONUNCIATION UNIT 3

Lesson 3 introduces the Persian sound /q/. This sound has two major variations depending on the position in which it occurs within the word. When the /q/ is at the beginning of a word, you can pronounce it by putting the back of your tongue as far back as you can (in the uvular position) and, keeping it in that position, saying a "g". Another way is to repeat the word /gi/, slowly moving the back of the tongue back as far as you can and, at the same time, changing the /i/ to /a/.

Listen to the teacher pronounce the following words:

qaf

qaz

qand

qevi

qol

qom

qu

qir

Now repeat the following pairs of words which show the contrast of /q/ with /g/:

Pronunciation Drill 3.1

qol

qom

qaf

qaz

qar

qir

qu

gol

gom

gaf

gaz

gar

gir

gu

The following words show the contrast between /q/ and /k/:

Pronunciation Drill 3.2

qol	kol
qaf	kaf
qar	kar
qal	kal
qu	ku

The following list shows the contrast of /q/ and /x/:

qol	xol
qar	xar
qali	xali
qand	xand
qu	xu

Pronunciation Drill 3.3

qamari	qesse	qodrat
qatel	qermez	qors
qafele	qeble	qorub
qazi	qeyr	qosun
quri	qamgin	qiyas
quz	qablän	qiyafe
quti	qet	qableme

Listen for the different pronunciation of this sound when it occurs in the middle of a word. Whenever this sound occurs between vowels or before certain consonants, it is a fricative and not a stop. This means the tongue is in the same position but the air is allowed to pass through.

Pronunciation Drill 3.4

aqā	oqat	roqan
baqban	taqlid	taqriban

Pronunciation Drill 3.5

The following words contrast /q/ with /g/ in medial position:

baḡqī	baḡgī
aqā	aga(h)

The contrast of /q/ with /x/ in medial position is exemplified by:

taḡriban	taxriban
baḡqī	baḡxi

Pronunciation Drill 3.6

baḡela
oqab
zoqal
baḡiqī
taḡdim
eqbal

Pronunciation Drill 3.7

If /q/ occurs at the end of the word, either pronunciation is acceptable. Variation depends on the individual speaker, or both may be used. Examples of /q/ at the end of a word are:

otaq
ojaq
daq
soluq
hoquq

LESSON 3

dialog b

yad migir-

learn

nevestan

writing

G: nevestan yad migirid?

Are you learning writing?

hala

now

faqet

only

mokaleme

conversation, dialog

yad migirim

we learn, are learning

J: nexeyr, ma hala faqet mokaleme
yad migirim.

No, we are learning only dialogs now.

mcelllem

teacher

ba

with

G: ba mcelllemetun inglisi herf
mizanid?

Do you speak English with your teacher?

bistar

J: nexeyr, ma bistar farsi herf
mizanim.

No, we speak mostly Persian.

* * * *

dialog b

George: nevestan yad migirid?

Jamshid: nexeyr, ma hala faqet mokaleme yad migirim.

George: ba mcelllemetun inglisi herf mizanid?

Jamshid: nexeyr, ma bistar farsi herf mizanim.

Drill 3b.1 Complex Substitution

a. ba mo'llemetun inglisi herf mizenam

pederem

farsi

mixun-

jamsid

pedero mader

(neg)

alio heraderetun

šimi

inglisi

herf mizen-

b. ba xaherem zendegi mikorem.

pederem

kar mikon-

pedero maderem

zendegi mikon-

dustem

mo'llemem

inglisi mixun-

herf mizen-

Drill 3b.2 Imitation (Repeat once in affirmative and once in negative.)

inglisi herf mizenim

der tegzas zendegi mikonim.

inglisi midunim.

farsi yad migirim.

Drill 3b.2 (cont'd)

šimi dars midim.
 inglisi mixunim.
 dars amrika kar mikonim.
 espanyoli yad migirim.
 rusi mifəhmim.
 fəranse midunim.

Drill 3b.3 Forced Substitution (Complex)

ma farsī yad migirim.

šoma

mən

pedəro mader

mixun-

mifəhm-

ma

(neg)

dars mid-

arəbi

mən

mokaleme

nevestən

jəmsido reza

Drill 3b.4 Forced Substitution (Complex)

mən inglisi mixunəm.

šoma

farsī

Drill 3b.4 (cont'd)

šoma farsī mixunīd.

arabi

ma

yad migir-

inglīsī

men

farsī

midun-

berademan

šoma

inglīsī

farsī

ma

inglīsī

ders mid-

men

arabi

yad migir-

farsī

mixun-

Drill 3b.5 Forced Substitution (Complex) (Repeat alternating affirmative and negative among the substitutions.)

Drill 3b.6 Simple Substitutionma fəqət mokaleme yad migirim.

neveštən

farsi

inglisi

inglisio farsi

mokaleme

sərbī

farsio sərbī

neveštən

Drill 3b.7 Forced Substitution (Complex)

ma fəqət neveštən yad migirim.

(neg)

məni

mokaleme

(aff)

farsi

hər f mizən-

jəmsid

torki

(neg)

jan

inglisi

farsi

(aff)

yad migir-

Drill 3b.7 (cont'd)

jan feqet farsî yad migir-.

inglîsî

dars mid-

şîmî

neen

yad migir-

(neg)

arabî

ma

farsî

herf-mizen-

(aff)

şema

midun-

inglîsî

arabî

yad migir-

neen

farsî

dars mid-

jemsîd

yad migir-

inglîsî

Drill 3b.8

Free Conversation. (Ask each student two questions.)

1. Šoma farsî yad migirid?
aræbi hæm yad migirid?
2. Šoma almani midunid?
feranse hæm midunid?
3. Šoma almani midunid?
feranse hæm midunid?
4. Šoma farsî xub hærf mizænîd?
rusî hæm midunid?
5. mokaleme yad migirid?
nevestæn hæm yad migirid?
6. inglîsî dærs midîd?
mokaleme dærs midîd?
7. almani yad migirid?
mæn farsî dærs midæm?
8. ba šoma farsî hærf mizænæm?
šoma ba mošllemetun farsî hærf mizænîd?
9. pedæro madæretun ba šoma farsî hærf mizænænd?
beradæretun feranse midune?
10. šoma ba beradæretun inglîsî hærf mizænîd?
šoma ba aqaye alævî farsî hærf mizænîd?
11. šoma ba xanume šærifî farsî hærf mizænîd?
aqaye etemadi torkî midune?
12. aqaye etemadi ba šoma torkî hærf mizæne?
aqaye aryan-nežad ba šoma farsî hærf mizæne?

Drill 3b.8 (cont'd)

13. aqaye alavi ba aqaye mawā'i inglisi herf mizane?
aqaye mawā'i espanYoli midune?
14. šoma ba xanume šarifi espanYoli herf mizane?
aqaye kelinton (Clinton) ba šoma farsi herf mizane?

LESSON 4

dialog a.

emšab

tonight

čekar mikorand?

What are they doing?

1: jamšido jorj emšab cekar
mikorand?What are Jamshid and George doing
tonight?

dævæt

invitation

dærand

they have

2: emšab dævæt dærand.

They are invited out tonight.

cetor

how, how about

kar darid?

are you busy?

1: šoma cetor? kar darid?

How about you? Are you busy?

2: næxeyr. kar nædæram.

No, I'm not busy.

* * * *

dialog a.

1: jamšido jorj emšab cekar mikorand?

2: emšab dævæt dærand.

1: šomā cetór? kār dārid?

2: næxeyr. kār nædæram.

Drill 4a.1 Forced Substitution

jamšido jorj emšab cekar mikomend.

šcma

ma

beraderetun

pedero maderetun

ma

mollemetun

dustam

šcma

pederetun

jorj

~~beraderetun~~

Drill 4a.2 Complex Substitution (Substitute, one at a time, any of the items listed.)

peder	-am	derwet	dar	-e
mader	(-etun)	kar		(neg)
berader	(-am)	dars		(aff)
xakar		kelas		
dust				
pedero mader				
mollam				

Drill 4a.3 Forced Substitution (Students should not include subject in the response; only the verb ending should be changed.)

baile,

keyli kar daram.

(ma)
 (soma)
 (jamsido ali)
 (pedero maderetun)
 (pederemo maellemetun)
 (non)
 (soma)
 (ma)

Drill 4a.4 Forced Substitution (Repeat Drill 4a.3 in the negative).

PRONUNCIATION UNIT 4Pronunciation Drill 4.1

Imitate:

mix	xaj	rok
kax	xənde	ruz
səxt	hendi	dir
šeyx	həd	sər
šux	xət	šur
doxter	xod	mar
mox	noxod	tar
səxtər	nahid	tər
nəxəb	nəx	niluštər
bəxorid	nəxšə	sir
Nəxəridəm	həxšəš	šir
xers	nəšəhəd	bīarid
xan	riš	bəštərid
saxtən	reštə	arayešga
xiš	riəl	arəbi
xis	rivas	barun
xiar	nəxt	bord
xiamət	rodif	əsm
hend	reza	gorz
həmuz	nəšt	gorbe
həva	rošd	ərx
huš	rox	pərt
xoš	nəsm	fərs
xiš	ru	fars
hič	nənj	
haj	rud	

LESSON 4

dialog b.

mirim

we go, are going

sinema

the movies, movie theater

šomam

contraction of /šcma/ and /bəm/

biayd

ccme (command form)

1: ma mirim sinema. šomam biayd.

We're going to the movies. Why don't you come along?

xeyli xob

fine, OK

ki

who

2: xeyli xob. ba ki mirid?

Fine. Thanks. Who are you going with?

1: mēno rezavo ali mirim.

Reza, Ali and I are going.

mašin

car, automobile

2: ali mašin dare?

Does Ali have a car?

taksi

taxi

1: nēxeyr. mašin nēdare, ba taksi mirim.

No, he doesn't have a car. We're going by taxi.

* * * *

dialog b.

1: ma mirim sinemā. šomām biayd.

2: xēyli xòb. ba kī mīrid.

1: mēno rezavo alī mīrim.

2: alī mašin dāre?

1: nēxeyr. mašin nēdare. ba taksi mīrim.

Drill 4b.1 Complex Substitution

ma mirim sinema.

men

meno ali

kelas

šoma

kalifornia

ma

iran

rezavo ali

oklahomavo tegzas

men

šoma

Drill 4b.2 Complex Substitution (Repeat Drill 4b.2 alternating negative and affirmative in addition to listed substitutions.)

Drill 4b.3 Forced Substitution (Read through once to class, emphasizing substitutions that require /-vo/.)

əlio jamšid inglisi mixurend?

men

šoma

reza

dara

širin

ferešte

Drill 4b.3 (cont'd)

ferestevo jamšid inglisi mixurand?

šoma

mahmud

dāra

Drill 4b.4 Expansion

reza ba ki mire?

rezavo ali ba ki mirand?

rezavo alio fereste ba ki mirand?

rezavo alio fereštevo dāra ba ki mirand?

rezavo alio fereštevo daravo mahmud ba ki mirand?

rezavo alio fereštevo daravo mahmudo jorj ba ki mirand?

Drill 4b.5 Complex Substitution

ba mašin mirim tebriz

avvari*

tehran

havapeyma*

kerman

teren*

esfahan

azerbayjan

mašin

māšhad

avvari

Drill 4b.5 (cont'd)

ba savari mirin meshad
rezaye

hevayeyma

teren

abadan

širaz

mašin

babolær

tebriz

Drill 4b.6 Multiple Substitution (If time permits, repeat Drill
as a multiple substitution drill, giving two cues simultaneously.)

LESSON 5

5.1 Review of Lessons 1-6

1. Review the dialogs of Lessons 1-5 in sequence as one dialog.
2. Review Drills 1.6, 3.6, 3.10, 3.11, 4.4 and 5.3.

GRAMMAR

1. Pronunciation

The consonants of Persian are:

/p/ /b/ /t/ /d/ /k/ /g/ /q/
 /f/ /v/ /s/ /z/ /ʃ/ /ʒ/ /c/ /j/ /x/
 /m/ /n/ /r/ /l/

The vowels of Persian are:

/i/ /u/
 /e/ /o/
 /æ/ /a/

Semivowels: /y/ /w/

Stress must be pronounced on the correct syllable.

The sound /q/ has two variants:

1. The air-flow is completely stopped and released when making this sound if it occurs at the beginning of a word.
2. The air-flow is partially obstructed if this sound occurs between two vowels or before /d/, /b/, /g/, /v/, /z/, /ʒ/, /j/, /m/, /n/, /r/ or /l/.

1.1 The Variants of the /k/ Sound

You will notice that the point of contact in making a /k/ sound in English depends on the vowel that follows it. The /k/ is made farther back

if it precedes /uw/, /u/, /ow/ or /o/, and farther front if it precedes /iy/, /i/, /ey/, /e/, or /æ/. Try to feel the exact place you make the /k/ when you say the following English words:

key	coop
Ken	coat
cat	cough

The Persian /k/ also is made in a relatively "fronted" position before the Persian sounds /i/, /e/ and /æ/ and is made farther back in the mouth before /u/, /o/ and /a/. There is, however, an additional difference between these two variations of the Persian /k/. The tongue is slightly raised toward the top of the mouth while saying /k/ before /i/, /e/ or /æ/. This raising of the tongue results in what sounds like an additional "y" sound between the /k/ and the vowel, as in the English sequence "cue" /kyuw/. A Persian /k/ before /i/, /e/, or /æ/, or at the end of a syllable is always pronounced (k^y). You will be much better understood if you learn the variations of the Persian /k/ and use them in your speech.

Listen to the following words that contrast the two variations of /k/ in Persian:

kam	kam
kaf	kaf
keš	koš
ketab	kotub
ki	ku
kise	kuse

Now, imitate, saying the /k/ with its "y" sound in words of the first list.

The same kind of variation is true of the sound /g/. The raising of the tongue while making a Persian /g/ at the end of a syllable or before /i/, /e/ or /æ/ results in the "g" sound of the English "Montague," /ˌmɒntəɡjuw/.

Practice making the variations of /g/ in the following words:

gaz	gez
gar	ger
gav	gev
gol	gel
goraz	geran
guya	giya(h)
gur	gir
guše	giše

Practice the following words with /k/ and /g/ at the end of a syllable:

pak
tak
lak
nik
lik
xuk
æg
ræg
dig
rig

1.2 Intonation and Sentence Stress

We have been using two major intonation types:

1. baraderem der amrika | zendegi mikone.
2. baraderetun der amrika | zendegi mikone?

Note that the question intonation in Persian is:

opposed to the English pattern:

as in the

English question: Does your brother live in America?

The intonation pattern of a sentence containing a question words such as /koja/, /ceter/, etc. is the same as the statement intonation pattern:

pederetun koja | zendegi mikone?

The slight contour at the end of pattern 2 is optional and not often used. The distinguishing feature is the pitch level, not the pitch direction. Listen:

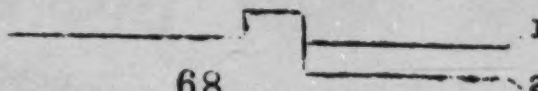
baraderetun der amrika | zendegi mikone. question
statement

Statements with intonation type one will be marked by a final period (.).

Questions with intonation type two will be marked by a question mark.

Questions containing a question word will be marked by a slashed question mark (/).

The intonation pattern is greatly affected by the position of the loudest stress of the sentence (which is marked here by _). You will note that the intonation rises at this point and that the pattern after the loudest stress and intonation fall indicates the difference between pattern one and pattern two. Note:



The loudest stress of the sentence may be moved by emphasizing a different word in the sentence. The intonation pattern then changes:

1. haradaretun der amrika zendegi mikone.
2. haradaretun der amrika zendegi mikone?

The above sentences stress the idea of your brother (not your sister), living in America.

2. Verbs

The verbs used in the dialogs and drills can be divided into two classes:

I. Verbs with the /mi-/ prefix.

- a. Simple Verbs /midun-/, /mifehm-/, /mixun-/, etc.
- b. Compound Verbs /zendegi mikon-/, /harf mizen-/, etc.

II. Verbs without the /mi-/ prefix: /dar-/

The prefix /mi-/ performs a grammatical function which will be discussed at a later date.

Although the compound verbs consist of a verb and another element, they function as verbal units, and must be thought of as a verb.

2.1 The Person Endings of the Verb

Person endings suffixed to the verb must agree with the subject pronoun.

næn	mid <u>æn</u>
ma	mid <u>im</u>
soma	ders mid <u>id</u>
haraderem	mid <u>e</u>
pedero maderem	mid <u>end</u>

Person endings are suffixed to the base form of every verb.

2.2 The Negative

The negative particle /ne-/ is always prefixed to the verb preceding the /mi-/, or, in the case of Class II verbs, prefixed directly to the verb stem. The pronunciation of /ne-/ when not preceding /mi-/ changes to /nə-/.

I-a Verbs

nemidurəm

nemifehman

nemixurəm

I-b Verbs

zendegi nemikorəm

ders nemidəm

ħərf nemizərəm

II Verbs

redarəm

The negative prefix carries the loudest stress of the sentence (and the highest point of intonation) unless another word is stressed for emphasis. Iranians learning English may substitute the sentence stress and intonation of:

mən farsī xub ħərf/nemizərəm.

for the English stress and intonation pattern:

I don't speak Persian very well.

By stressing the negative and substituting the resultant intonation pattern, an Iranian saying the English sentence may say:

I don't speak Persian very well.

3. Word Order in the Sentence

Examples of the two kinds of sentences we have seen so far are:

I. mən + (dər danešga) + (inglīsī) + dər midəm./

II. mən + (ba taksi) + mīrəm + (sinema).

Type II sentences contain a verb of motion, which in colloquial speech usually precedes the object. However, if the object of the verb is being emphasized, it may precede the verb:

šcma mirid kalifornia?

mæxeyr, mæn tegzas miræm.

If the sentence does not contain a verb of motion, sentence type I must be used.

4. Style

The use of dær in the construction dær estahan, etc., is stylistically optional. Omission of dær indicates more informal usage; dær is used in slightly more formal speech. There is no change of grammatical meaning.

LESSON 6

dialog a

-e

grammatical connector

- 1: bəradərə jamšid koja inglisi mixune? Where does Jamshid's brother study English?

dabirestan

high school

- 2: dər dabirestane əlbərz.

At Alborz high school.

- 1: duste amrikai həm dare?

Does he have an American friend, too?

-eš

his, her, its

həmişə

always

- 2: bəle. ba dusteš həmişə inglisi hərf mizəne.

Yes, he always speaks English with his friend.

* * * *

dialog a

- 1: bəradərə jamšid kojā inglisi mixune?

- 2: dər dabirestane əlbərz.

- 1: dūste amrikai həm dāre?

- 2: bəle. ba dūsteš həmişə inglisi hərf mizəne.

Drill 6a.1 Simple Substitution

beradere jamšid koja inglisi mixune/

pedar

mader

xaher

dust

Drill 6a.2 Simple Substitution

beradere jamšid koja inglisi mixune/

fereydun

ferešte

perviz

hoseyn

Drill 6a.3 Simple Substitution

dər dəbirestane əlborz inglisi yad nigire.

žale

ferdowsi

(substitute other names of high schools.)

Drill 6a.4 Multiple Substitution

xahere ferešte inglisi midune.

pedar jamšid

dust menucer

mader moellemem

pedar* ali

beradar mehmed

Drill 6a.5 Complex Substitution (Repeat as a Multiple Substitution Drill.)

ba heradere jomsid miram sinema.

jorj

xahar

darius

pedar

fereydun

mader

ferešte

mehmud

dust

pedero mader

mollam

Drill 6a.6 Complex Substitution (Repeat as a Multiple Substitution Drill.)

heradere ali duste amrikai dare.

xahar

(neg)

irani

(aff)

jomsid

ketab

amrikai

mader

fereydun

(neg)

Drill 6a.6 (cont'd)

madare fereydun ketabe amrikai madare.

irani

pedar

(aff)

amrikai

dust

perviz

(neg)

beradar

irani

fereste

(aff)

Drill 6a.7 Imitation (Pronunciation Review)

a.	xahar	xunxar
	xahan	xošxet
	xahad	xuk
	xodxahi	ka x
	xahes	kak
	xošhal	hokmi
	haselxiz	haxamneši

b. xahare xosrow xeyli xošhale.

Drill 6a.8 Simple Substitution

a. ba dusteš inglisi herf mizæne.

pedær

mader

xahær

mællæm

berader

peær

b. ba dusteš inglisi herf mizæne.

pedær farsî

mader rusî

berader færanse

xahær espanyoli

mællæm žaponî

Drill 6a.9 Forced Substitution (Repeat among students until automatic.)

(T: ba dusteš herf mizæne. mæn. S: ba dustæm herf mizæm.)

(mæn) ba dusteš herf mizæne.

(u*)

(šoma)

Drill 6a.10 Complex Substitution (Repeat giving two cues simultaneously.)

ali ba beradere jæmsid inglisi herf mizæne.

xahær

dara

farsî

yad migire.

(neg)

(question)

mader

reza

færanse

(aff)

(statement)

pedær

fereydun

rusî

dust

fereste

mællæm

LESSON 6

dialog b

emšeb

tonight

1: šoma emšeb cekar mikonid?

What are you doing tonight?

beraye

for

qeza

food

2: beraye qezaye amrikai dārvēt dāram.

I have an invitation for American food.

1: rast migid? koja?

Really? Where?

xune

house, home

2: xuneye jorj.

George's house.

* * * *

dialog b

1: šomā emšeb cekār mikonid?

2: berāye qazāye amrikāi dārvēt dāram.

1: rāst migid? kojā?

2: xunēye jorj.

Drill 6b.1 Simple Substitution Drill

xuneye jorj dævæt dæzæm.

fereydun

pedæzæm

bæradæretun

dustetun

mællemes

dusteš

pedæretun

mællemetun

Drill 6b.2 Simple Substitution Drill (Review)

xuneye hoscyno jæmšid dævæt dæzæm.

fereydun ali

širin ferešte

mæhmud dariuš

æli mæhmud

dariuš mænucer

Drill 6b.3 Complex Substitution

mæno ferešte mirim danešgaye tehran.

širaz

šoma

mæšhed

jæmšid

Drill 6b.3 (cont'd)

šomavo jamšid nemirid danešgaye wašhed
kolombia

(question)

(aff)

mon

(statement)

(neg)

reza

nyo york

šahr*

šikago

landan*

danešga

baraderetun

tegzas

(neg)

(aff)

baraderetun

sinema*

niagara*

ferdowsi

(neg)

Drill 6b.4 Complex Substitution (Repeat as a Multiple Substitution Drill.)

a. jamšid beraye gazaye amrikai dmevst dare.

rehar* irani
šam* inglisi
rusi
arabi

Drill 6b.4 (cont'd)

b. jəmšid fərda šame irani dorost mikone.*

məhar	inglisi
cai*	irani
qəza	arabi
polo*	arməni*
qəve*	torki

SUPPLEMENTARY LESSON 1

Materials needed: a pencil, a pen, a notebook, a book, a sheet of paper, a table.

Situation: Classroom Chart 1

* * * *

1. lotfān guš konid. (Point to objects as you say the following words and sentences.)

medad. in medad-e.

xodnevis. in xodnevis-e.

ketab. in ketab-e.

2. lotfān tēkrar konid. (Have the students repeat each words and the corresponding statement after you. Point to the objects as they repeat after you.)

medad. in medad-e.

xodnevis. in xodnevis-e.

ketab. in ketab-e.

deftār. in dəftār-e.

kağəz. in kağəz-e.

miz. in miz-e.

3. (Have the individual student repeat after you.)

4. lotfān jəvab bedid. T: in čī-e/ (Point to a book.)

S: in ketab-e.

(Continue in the same way, pointing to:)

medad

xodnevis

ketab

deftār

kağəz

miz.

Supplementary Lesson 1 (cont'd)

5. lot~~fen~~ soal konid. (Reverse the above practice; have the individual student ask you the same questions, e.g.:)

S: in ci-e/ (Pointing to pencil.)

T: in medad-e.

6. (Have the students question and answer among themselves, e.g.:)

S₁: in ci-e/

S₂: in -----e.

Pronunciation Unit 5

Changes from colloquial Persian to the more formal forms of the language involve certain phonetic changes. The simpler and more common phonetic changes should be introduced to the student so that he will not be confused by a form that differs from one he has learned.

One example of a phonetic change that occurs on different levels of Persian is the dropping of the /h/ phoneme.

The word /danešga/ occurs again in Lesson 7. This word has been previously presented in its colloquial form. On a more formal level of Persian (one in which this word occurs frequently) the form will be /danešgah/. The trend in colloquial Persian is to drop /h/ in syllable final position. On a more formal level, however, the /h/ is clearly enunciated.

Since /h/ never occurs in syllable final position in English and because it is often retained in normal speech, the following exercises should be drilled.

Pronunciation Drill 5.1 Imitation

təh	təfrih
dəh	noh
bəh	rah
kəh	mah
ənduh	šah

Pronunciation Drill 5.2 Imitation

tehran	əhməd	bəhsī	əhsas
bəhtər	əhmən	tohmət	əhšam
kəhroba	məhtab	əhne	əhya

Pronunciation Drill 5.2

Imitation (cont'd)

mehri

æhli

môhri

lehje

æhvi

mifæhæm

ehtemal

LESSON 7

dialog a

1: bəradəre jamšid amrika
zendegi mikone?

Is Jamshid's brother living in America?

2: bəle. dər danešgayə tegzas
dars mīde.

Yes, he's teaching at the University
of Texas.

kučik

small, younger

dare

he, she has

1: bəradəre kučik hām dare?

Does he have a younger brother, too?

do

two

ye

one, a (an)

2: bəle. do bəradəro ye xahər
dare.

Yes, he has two brothers and a sister.

* * * *

1: bəradəre jamšid amrikā zendegi mikone?

2: bəle. dər danešgāye tegzās dars mīde.

1: bəradəre kučik hām dāre?

2: bəle. do bəradəro ye xahər dāre.

Drill 7a.1 Simple Substitution (Review)

beradare reza dars mide.

xahar

dust

mader

pedar

pesar

dust

beradar

pedar

Drill 7b.2 Complex Substitution (Repeat including alternation of negative and affirmative.)

beradare jamšid dar amrika zendegi mikone.

jorj

xahar

darius

mader

pesar

dars mide.

beradar

jamšid

dust

reza

inglisi mikone.

beradar

ali

zendegi mikone

kar mikone

Drill 7a.5 Complex Substitution (Repeat as Multiple Substitution, giving no more than two cues at the same time.)

jamšid bəradere kučik dare.

bozorg*

(neg)

xahər

kučik

(aff)

əli

ferešte

Drill 7a.6 Combination Drill (Review)

reza dər danešgaye tegzas dərš mide.

bəradere reza dər danešgaye tegzas dərš mide.

bəradere reza dər danešgaye kolombia dərš mide.

darius danešgaye kolombia dərš mide.

duste əli dər danešgaye kalifornia dərš mide.

madere jamšid dər danešgaye kalifornia dərš mide.

pedere sirus* dər danešgaye kalifornia dərš mide.

Drill 7a.7 Conversation

1. šoma bəradər darid?
2. šoma xahər darid?
3. šoma bəradere kučik darid?
4. šoma xahere bozorg darid?
6. šoma xahere kučik darid?

Drill 7a.8 Conversation (The teacher questions students about their families, and about other students' answers.)

1. some bəradəre kucik darid?
2. 1 bəradəre kucik dare?
3. some xahər darid?
4. 3 xahər dare?
5. some xahəre kucik darid?
6. 5 xahəre kucik dare?
7. some bəradər dare?
8. 7 bəradər dare?
9. 1 o 3 xahər darənd?
10. 3 o 5 xahər darənd?
11. 5 xahər darənd?
12. some vo 3 bəradər darid?
13. 5 o 7 bəradəre kucik darənd?
14. 7 o 3 xahərebozorg darənd?

Pronunciation Unit 6

1. xahere qasem xeyli xoşxlaqe.
2. bebexsid xanum, ye qedri qend mixan.

LESSON 7

dialog b

1. beradere kucikeş cekar mikone/ What does his younger brother do?
ders mixune he studies (in general)
2. beradere kucikeş der tehran His brother studies in Tehran.
ders mixune.
1. xahereş cetor/ What about his sister?
şagerd pupil, student
debestan primary school
-e he, she, it, is
2. xahereş şagerde debestan-e. His sister is an elementary school student.

* * * *

dialog b

1. beradere kucikeş cekar mikone/
2. beradere kucikeş der tehran ders mixune.
1. xahereş cetor/
2. xahereş şagerde debestan-e.

Drill 7b. Forced Substitution (Use subject pronoun as cue.)

berader kučikeš der tehran dars mixune.

-am	(men)
-eš	(u)
-am	(men)
-etun	(šoma)
-eš	(u)
-am	(men)
-etun	(šoma)
-etun	(šoma)
-am	(men)

Drill 7b.2 Complex Substitution

beradere kučikeš unja zendegi mikone.

xaher

bozorg*

berader

inglisi mixune

dust

feranse

kučik

xaher

espanyoli

bozorg

berader

dust

farsi

Drill 7b.3 Complex substitution drill (Use subject pronoun as cue for -eš, -am, etc.)

xahar-e bozorgeš faranse mixune.

(šoma)

berader

kučik

(men)

ders mide.

šimi

pesar

(u)

dokter

(men)

mixune.

berader

(šoma)

(u)

xahar

bioloži

bozorg

kučik

ders mide.

dokter

bozorg

(men)

midune

Drill 7b.4 Complex Substitution

mæn	dær	danešgaye	tegzas	dærs midæm.	
ma		danešga	kalifornia	farsi yad migir-	(neg)
soma		sahr	nyu york	zendegi mikon-	(aff)
mæn		æbæstan	jæzd*	inglisi dærs mid-	
jorj		dæbirestan	borujerd*	torki yad migir-	
jæmsid			ærak		
			rezaye		
			hæmædan		
			kermansah		
			xoy		
			siraz		

Drill 7b.5 Conversation (The teacher questions student one; he then questions student two about student one's answers.)

1. šoma xahær darid?
xahære kucik darid?
xahæretun koja zendigi mikone?
2. 1 xahær dare?
xahære kucik dare?
xahæres koja zendegi mikone?

(Repeat these questions, substituting /bæraðær/, to the third student and question student four on student three's answers. Continue in this manner until all the students have been questioned.)

Drill 7b.6 Conversation

At this point the teacher should make a short description of his family, including how many brothers and sisters he has, whether they are younger or older than himself, and should mention where they live. This should not be too long since the students will have to remember the facts. The teacher will then proceed to ask the students about his family. Do not mention names yet.

SUPPLEMENTARY LESSON 2

1. lotfan guš konid.

sæst	un sæst-e.
dær	un dær-e.
taxtepakkon	un taxtepakkon-e.

2. lotfan tekrar konid..

sæst	un sæst-e.	gæc	un gæc-e.
dær	un dær-e.	sændeli	un sændeli-e.
taxtepakkon	un taxtepakkon-e.	divar	un divar-e.

3. lotfan jævab bedid.

T: un ci-e/ (Point to cue.) S: un dær-e.

(Continue in this way with the following cues:

- | | |
|----------------|------------|
| 1. sæst | 4. gæc |
| 2. dær | 5. sændeli |
| 3. taxtepakkon | 6. divar |

4. Substitution Practice

in medad-e.

ketab
daftar
ci

un

xodnevis
kaqaz
miz
sændeli
ci
taxtepakkon

in

gæc

un

sæst
divar
kaqaz
xodnevis
taxtepakkon

LESSON 8

dialog a

un

that

ki

who

1. un aqa ki-e/

Who is that man?

esam

name

2. un duste jəmsid-e. esmeš
jorj-e.That's Jamshid's friend. His name is
George.

1. rast migid? amrikai-e?

Really? Is he an American?

tegzasi

a Texan, someone from Texas

2. bəle. tegzasi-e.

Yes, he's from Texas.

* * * *

dialog a

1. un aqá ki-e/

2. un dúste jəmsíd-e. ésmes jórj-e.

1. řast mǐgid? amrikaí-e?

2. bəle, tegzasí-e.

Drill 8a.4 Simple Substitution

mašīnām	kucik-e
	bozorg
	xub
	bæd
	qermez*
	sefid*
	sæbz*
	zærd*

Drill 8a.5 Complex Substitution (Repeat as a multiple substitution drill.)

mašīnām		kucik-e
ketab	(-eš)	bozorg
dæftær	(-am)	xub
medad	(-etun)	bæd
xodnevis		q ermez
kagæz		sefid
		sæbz
		zærd

Drill 8a.1 Forced Substitution

jæmsid irani-e?

a. amrika----
italya----
tehran----
tegzas----
esfæhan----
tabriz----
Zæpæc----
alman----

Drill 8a.1 (cont'd)

some inglisi harf mizened?

b. alman----

zapon----→

italya----→

hend-----→

čin-----→

Drill 8a.2 Simple Substitution

a. fereydun kord-e?

rus

tork

beluc

torkemen

afqan

arab

b. some kordi harf mizened?

rusi

torki

beluci

torkemani

afqani

arabi

Drill 8a.3 Complex Substitution

aqaye sadeq irani-e?
 alavi
 amrikai
 šerifi
 almani
 herf mizen-
 xanum
 italyai
 mərəši
 midun-
 rəšti
 -e
 aqa
 bextiari
 etemadi
 tork
 aryan-nežad
 əhvazi
 herf mizen-
 sadeq
 farsi
 dərs mid-
 mazenderani
 midun-
 šerifi
 -e
 xanum
 kord

LESSON 8

dialog b

1. esme šoma jorj-e?

Is your name George?

famil

last name

2. bāle, aqā, esme familām
hēm eston-e.

Yes, (Sir), and my last name is Stone.

1. pēs esme kuciketun jorj-e.

Then your first name is George.

2. bāle. esme šoma ci-e?

Yes. What's your name?

1. esme familām širazi-e.

My name is Shirazi.

* * * *

dialog b.

1. ésme šomá jórj-e?

2. bále, aqā, ésme familām hēm estón-e.

1. pēs ésme kucíketun jórj-e.

2. bále. ésme šomá ci-e?

1. ésme familām širazí-e.

Drill 8b.1 Conversation

a. T: esme kuciketun ci-e?

S₁₋₈ esme man-----e.

b. T: esme familetun ci-e?

S: esme familem-----e.

Drill 8b.2 Multiple Substitution (Explain that first and last names are connected by an "ezafe" in Persian. Be sure to do a number of examples before you begin this drill.)

T: un aqa ki-e? S: esmeš jamšide nežad-e.

ali	amjabi
mahmud	jamšidpur
fereste	arifi
gasem	sadeq
hoseyn	etemadi
said	alavi

Drill 8b.3 Conversation

T: esme šoma ci-e?

S: esme man -----e-----e.

Drill 8b.4 Conversation (Ask each student.)

barader darid?

esme kucikeš ci s?

koja zendegi mikone?

kar mikone? koja?

espanioli midune?

mire darsga?

Drill 8b.4 Conversation

T: esme pedzare	jamšid ci-ej	S: esmeš fereydun-e.
xahar		širin
madar		nušin
baradare kucik		parviz
baradare bozorg		manucer
madar bozorg*		parvin
pedar bozorg*		mahmud

Drill 8b.6 Complex Substitution (Review)

moxleme	parviz	fizik	xeyli xub midune.	
dust	jamšid	inglisi	dars mid-	(neg)
baradar	zohre	šini	mifahm-	(aff)
pedaro madar	zina*	farsi	midun-	
xaharo baradar				

Drill 8b.7 Complex Substitution (Review)

mašine	beradaram	kucik-e.
medad	xaher	sefid
xodnevis	pedar	
kaqez	mašer	zard
ketab	dust	ambz
	mocellem	qermez
	beradere kucik	bozorg
	beradere bozorg	xub
	xahere kucik	bad
	xahere bozorg	

SUPPLEMENTARY LESSON 3

1. lotfan tēkrar konid. (Choral practice)

in miz-e.
in gac-e.
in xodnevis-e.
in ketab-e.
in medad-e.
in dar-e.
in kaqez-e.

un sandali-e.
un taxtepakkon-e.
un saet-e.
un daftar-e.
un xodnevis-e.
un divar-e.
un medad-e.

2. Individual Practice (Repeat until each student can say the sentence

T: miz - sandali

S: in miz-e. un sandali-e.

medad - kaqez
xodnevis - saet
dar - divar
gac - taxtepakkon
ketab - daftar

(Repeat until each student can say the sentence easily using two cues at a time.)

3. lotfan guš konid.

in mize moellem-e.
in ketabe man-e.

un mize šagerd-e.
un ketabe jamšid-e.

4. lotfan tēkrar konid.

in mize moellem-e.
in ketabe man-e.
in kaqaze dan-e.
in xodnevise xosrow-e.
in sandalie šagerd-e.
in medade judi-e.

un mize šagerd-e.
un ketabe jamšid-e.
un kaqaze sirin-e.
un xodnevise xatar-e.
un sandalie moellem-e.
un medade karol-e.

5. (Have each student make a complete sentence using one of the following possessors.)

T: moellem

S: in(un) mize moellem-e.

šagerd
man
xosrow
jamšid
karol

LESSON 9

dialog a

hal

condition, state, health

1: aqaye širazi, salam, hale
šoma cetor-e?

Mr. Shirazi, hello, how are you?

2: mersi, xube. hale šoma
cetor-e?

Fine, thanks. How are you?

nist

it is not (neg. of /-e/)

vali

but

sar

head

dard mikone

it hurts

1: mersi, beš nist. vali sar
dard mikone.Not bad, thanks, but I have a
headache.

ziab

very much, too much

xob

well, (as hesitation "Well...")

2: xob, šoma ziad kar mikonid.

Well, you work too much.

dorost

right, correct, true

bead az zora

(in the) afternoons

esteraht mikon-

rest (verb)

1: doroste. vali bead az zora
esteraht mikonem.That's true, but I rest in the
afternoon.

* * * *

dialog a

1: aqaye širazi, salam, hale šoma cetór-e?

2: mérsi, xúbe. hale šomá cetór-e?

1: mérsi, beš nist. vali sar dard mikone.

2: xob, šoma ziad kár mikonid;

1: doroste. vali bead az zorá esteraht mikonem.

Drill 9a.1 Forced Substitution (Review)

šoma ziad kar mikonid.

jamšid

man

dustetun

pederetun

ma

aqaye širazi

pedero maderetun

Drill 9a.2 Forced Substitution (Review)

bered az zora esterahet

mikonam.

(man)

(šoma)

(ma)

(u)

kar mikon-

mir- bazar

farsi mixun-

esterahet mikon-

dars mixun

farsio inglisi

mixun-

Drill 9a.3 Simple Substitution

bered azzora cekar mikonid?

soba*

šaba

jomeha*

šambeha*

yekšambeha*

došambeha*

seembeha*

Drill 9a.3 (cont'd)

čaršambeha* cekar mikonid?

panjšambeha*

Drill 9a.4 Complex Substitution

šeba

miram

kelase

inglisi

soba

(jamšid)

došambeha

danešgaye tebriz

(pedero maderetun)

došambeha

čaršambeha

(širino zohre)

(šoma)

panjšambeha

kelase fizik

sešambeha

jomeha

(man)

šambeha

čaršambeha

danešgaye širaz

(mehmud)

jomeha

danešgaye tehran

Drill 9a.5 Simple Substitution (Vocabulary)

- a. ~~azr~~ česr. dast del
 pa dandun pošt

- b. (Point out that after /-a/ and /-i/, /etun/ becomes /-tun/.)

danešgatun cetor-e/

xabgatun*

patun

farsitun

inglisitun

- c. (Point out that after /-a/ and /-i/, /-eš/ becomes /-š/)

in danešgaš-e.

xabgaš

paš

farsiš

inglisiš

- d. (Point out that /-am/ changes to /-m/ before /-a/ or /-i/)

in danešgam-e

xabgam

pam

farsim

inglisim

Drill 9a.6 Forced Substitution

saram dard mikone

cesm

pa

dandum

dast

pošt

del

Drill 9a.6 Forced Substitution

(Complex)

mašineš-

bad nist

danesga (-am)

kelas (-etun)

ketab

kelase farsi

dabirestan

inglisi

LESSON 9

dialog b

1. Šaba cekar mikonid? What do you do in the evenings?

ma:mulan

usually

ketab mixun-

read (books)

- 2: Šaba ma:mulan ketab mixunam. I usually read in the evening.

saet

hour

cand

how much, many

saet cand

(at) what time?

šam

dinner

mixor-

eat

1. Šaet cand šam mixorid? What time do you eat dinner?

hašt

eight

(saet hašt)

(at) eight o'clock

- 2: ma:mulan saet- hašt šam mixorim. We usually eat dinner at eight o'clock.

* * * *

dialog b

1. Šaba cekar mikonid.

2. Šaba ma:mulan ketab mixunam.

1. saete cand šam mixorid?

2. ma:mulan saete hašt šam mixorim.

Drill 9.b.1 Simple Substitution (Draw a clock, using Persian numbers, as a visual cue).

miramulān	sāst-	yek	mirām	kelāse	inglisi.
		do			
		se			
		car			
		panj			
		šiš			
		haft			
		hašt			
		noh			
		dāh			
		yazdah			
		davazdah			

(Repeat this exercise rearranging the numbers at random, pointing to the clock, until they are well learned.)

Drill 9b.2 Conversation (Cued Response)

- T: sāst cānd mirid sinemaye empayr? (do) S: sāst-e do mirām sinemaye empayr.
 sāst cānd mirid danešgaye tehran? (haft)
 sāst cānd mirid manzele moellemetun? (yazdah)
 sāst cānd mirid un film-e rusi? (hašt)
 sāst cānd mirid manzele jamāido ali? (šiš)
 sāst cānd mirid sinemaye taj*? (panj)
 sāst cānd mirid šemrun? (davazdah)
 sāst cānd mirid manzeletun? (čar)

Drill 9b.2 (cont'd)

saet cand mirid manzele beraderetun? (yek)

saet cand mirid manzele beradere jamšid? (se)

saet cand mirid manzele moelleme ferešte? (deh)

Drill 9b.3 Complex Substitution

	man	manulan	saet	mešt	šam	nixor
(neg)	ma	šaba	1		sobhane*	
(aff)	šoma	baed az zora	2		nehar.	
	jamšid	soba	3		šam	
	man	šaba	4		qaza	
	pedaro madar		5			
	jamšido eli		6			
			7			
			8			
			9			
			10			
			11			

Drill 9b.4 Conversation (Review)

1. esme maderetun ci-e/
2. esme xaheretun ci-e/
3. esme beraderetun ci-e/
4. esme moellemetun ci-e/

Drill 9b.4 (cont'd)

5. paderetun kaja zendegi mikone?
6. maderetun kar mikone?
7. xaharo beradar dari?
8. mollemetun irani-e?
9. kelasetun bozorg-e?
10. medade soma garmez-e?
11. ketabe men bozorg-e?
12. ketabe sa'id sahz-e?
13. molleme soma azrikai-e?
14. duste jorj irani-e?

SUPPLEMENTARY LESSON 4

1. lotfan javab bedid. (Ask each student two questions: first with ci-e and then with ki-e. Use titles of address when calling students, e.g.:)

T: aqaye (xanome) -----, in ci-e/ S: in ketab-e.
T: in ketabe ki-e/ S: in ketabe man-e.

(Use the following cues when asking questions:)

- | | | | |
|----------|------------|----------|-------------|
| 1. ketab | 3. sandali | 5. kagaz | 7. medad |
| 2. miz | 4. daftar | 6. saat | 8. xodnevis |

2. (Have the students ask and answer the questions among themselves.)
3. lotfan guš konid.

in xodnevise man-e.
in saete man-e.

in xodneviso saete man-e.

4. lotfan tkrar konid.

in ketabo daftar man-e.
un ketabo daftar širin-e.

in mizo sandalie moallim-e.
un mizo sandalie šagerd-e.

in medado kaqaze almad-e.
un medado kaqaze xotrow-e.

in daftaro xodnevise tam-e.
un daftaro xodnevise qasem-e.

5. lotfan javab bedid.

T: aqaye (xanome) -----, in mizo sandalie ki-e/
S: in mizo sandalie moallim-e.

(Use the following pairs of cues:)

- | | |
|---------------------|---------------------|
| 1. xodnevis - medad | 5. pedar - مادر |
| 2. baradar - xahar | 6. ketab - daftar |
| 3. xodnevis - saat | 7. miz - sandali |
| 4. daftar - medad | 8. kagaz - xodnevis |

Review Dialog 10.1 (cont'd)

1. pəs bištər farsī hārf mizānid.
2. bāle.
1. fəransevo almani nemidunīd?
2. naxeyr. faqat farsī torkī midunām.
1. torkī hām midunīd?
2. bāle. pedəro madarām torkī hārf mizānānd.
1. dər xūnē bištər torkī hārf mizānid yā farsī?
2. torkī.
1. pedəro madarētun farsī midunānd?
2. bāle. farsī xub hārf mizānānd.
1. sōma bəradəro xahār hām darīd?
2. bāle. ye bəradəro do xahāre kucik daram.
1. unam*torkī midunānd?
2. bāle. xaharām hām inglīsī midune.
1. rast migīd? ceto?
2. dər madrese yad migire.
1. pəs nevēštān yad migire.
2. naxeyr. faqat nevēštān yad nemigire. moʿallimeš amrikai-e.
1. xob. pəs hātman xub hārf mizāne.
2. bāle. moʿallimeš xeyli xub dārs mide. bā šāgerda faqat inglīsī hārf mizāne.

VOCABULARY

bebəxšid

excuse me

extiār darīd.
xaeš mikonām.phrases of politeness (to
be discussed later)

cera (two meanings)

1) why?
2) positive assertion to
negative statement or
question.

unam

Contraction of una(they) and
hām.

2. Review Dialog 10.2

(The following dialog should be read slowly up to the asterisks on page . Then the whole dialog (including the part after the asterisks) should be read at a normal rate of speed. Try to include as many natural gestures as possible. Underlined forms indicate places you might include your own gestures. The following information should be read to the students.)

The following dialog will include words and expressions you have not heard before. Some of them may be understood or figured out by context. Others are not so clear. It is not important, however, to understand every word and you should not attempt to do so. You should be able to get the gist of the conversation from what you already know.

The end of the dialog is cultural in content. You will not be expected to understand everything, but you should be as observant and analytic of the situation as possible. Keep what you observe in mind as we will discuss it in the grammar session right after this class. The dialog will be read twice, once slowly, excluding the cultural material at the end and once again at a normal rate of speed with the end section included and natural gestures employed.

Review Dialog 10.2

1. aqaye -----, salam. hale šoma cetore?
2. mersi, xub-e. hale šoma cetor-e?
1. bəd nist, mersi. koja mirid?
2. man miram manzel. šoma cetor?
1. man dar danešga kelas daram.
2. rast migid? tabestun ham dars mixunid?
1. bale.
2. ci mixunid?
1. fiziko šimi mixunam. šoma cetor?

Review Dialog 10.2 (cont'd)

2. bəle. men haan dars mixunam.
1. cand ta kurs darid?
2. yeki faqat.
1. yeki faqat? cera?
2. xob, tabestuna mazmulan kar mikonam.
1. sahin. koja kar mikonid?
2. dar ketabxuneye danešga.
1. Xaba kar mikonid ya soba?
2. Xaba. soba dars mixunam.
1. hala Xoma ci mixunid?
2. men faranse mixunam.
1. faranse yad migirid?
2. bəle, paiz men miram irano yeki-do mah dar paris mimunam.
1. ahaaa, pas faranse yad migirid. tanha mirid?
2. bəle, tanha miram vali baradaram dar paris zendegi mikone.
1. rasti? cekar mikone?
2. dar danešgaye paris dars mixune.
1. pas hetman faranse xub midune.
2. bəle, xeyli xub herf mizane.
1. pas Xoma cera faranse yad migirid?
2. xob, baradaram kar dare, xeyli. dars mixune.
1. rast migid. maezerat mixam, aqa, saet cand-e?
2. saet olan do-e
1. ax, ax. maezerat mixam. men do kelas daram.

* * * *

1. ba ejazeye Šoma, man zudtar miram.
2. xaeš mikonam. inšallah Šomaro dobare mibinim. qablez raftanetun mixaym hastan ke manzele ma tašrif biarid.
1. ba kamale meyl. xeyli lotf darid.
2. xaeš mikonam. pas mozahemetun našam.
1. extiar darid. ba ejazeye sarkar.
2. xodafez marhamate Šoma ziad.
1. lotfetun kam naše.
2. qorbane Šoma. lotfan be xizmetun salame nro beresunid.
1. cašm. qorbane Šoma. xodafez.
2. xoda hafeze Šoma.

Grammar1. Phonology

We have seen in this unit that /h/ is often dropped when it occurs in syllable-final position. The following is a discussion of the phoneme /h/, its occurrence and allophones.

- 1.1 When /h/ is dropped at the end of a syllable within a word, there is often compensatory lengthening of the vowel that accompanies it. This can be summed up as /CVhC/ ----> [CVVC]. For example,

/æhmæd/ ----> [æsmæd]

/tehran/ --> [teeran]

- 1.2 When /h/ occurs intervocalically or in word-final position, it is often but not always dropped, with no compensatory lengthening of the vowel.

The phoneme /h/ will be transcribed here but you should learn to make the correct phonetic changes by imitation of your teacher.

Another Persian phoneme (the glottal stop, here transcribed as /'/) acts in a manner similar to /h/. This phoneme is produced by sharply cutting off the air at the glottis. The glottal stop occurs in the English sequences /'ə'ə/ and /'m'm/ (negative answers).

- 1.3 When /'/ precedes a consonant, it is dropped. A phonetic lengthening of the accompanying vowel occurs. For example,

/me'mulan/ -----> [mæsmulan]

/dæ'væt/ -----> [dæsvæt]

- 1.4 When /'/ occurs following a consonant, it is often pronounced.

- 1.5 When /'/ occurs intervocalically, it is dropped with no compensatory lengthening of the accompanying vowel(s). For example,

/sa'æt/ ----> [saæt]

/motma'en/ ---> [motmaen]

In this text, transcription of /h/ and /'/' will be treated differently. Since /h/ is not always dropped on all levels of speech, it will be transcribed here. Because the glottal stop is almost never pronounced in certain positions, it will be transcribed only following consonants. Long or double vowels occurring as a result of dropping /'/' will be written by doubling the vowel symbol. When you begin to write Persian, you must remember that words transcribed here with a double vowel will be written in Persian with one vowel and a glottal stop.

2. Morphology and Syntax

- 2.1 Modifiers of nouns in Persian follow the modified noun. Two kinds of modifier have been introduced in your dialogs, an adjective and another noun. For example,

beradare jamšid Jamshid's brother

beradare kucik younger brother

When a noun is modified in such a way, the 'connector' suffix /-e/ must be added to the modified noun. You will notice that the connector suffix /-e/ has two pronunciations.

- a. When the modified noun ends in a vowel, the suffix is pronounced /-ye/. For example,

danešga-ye tegzas University of Texas

- b. When the noun ends in a consonant, the suffix takes the form /-e/. For example,

beradare kucik younger (little) brother

The English equivalent to this Persian construction, you will notice, can take more than one form.

danešgaye tegzas University of Texas

beradare jamšid Jamshid's brother

xahare kucik younger (little) sister

But in each case the noun is being modified in some way, and this one construction is used in Persian.

- 2.3 A second kind of modifier that occurs following the modified noun is the personal possessive suffix.

beradare^{an} my brother

beradare^{tun} your brother

beradare^š his, her brother

These inflections may be added to a noun plus adjective construction.

beradare^š his brother

beradare kucik younger brother

beradare kucike^š **118** his younger brother

- 2.4 The third person singular of to be in Persian is an inflected /-e/. This inflection is phonetically part of the word. For example,

xub-e it's good

ketab-e it's a book

The negative of this form is /nist/, a separate word.

bad nist it's not bad (it isn't bad)

ketab nist it's not a book (it isn't a book)

Because the connector suffix and the third person singular inflections are homophonous, the verb form will be written with a hyphen and the connector without a hyphen. You must not confuse these forms in your speech. They have completely different grammatical functions.

3. Contrastive Notes

Note the following sentences:

a. ma mirim sinema.

b. xahareš hanuz madrese mire.

c. emšab manzele fereydun dazvæt darin.

And their English equivalents:

a. We're going to the movies.

b. His sister still goes to school.

c. We have an invitation to Fereydun's house tonight.

In each of the English sentences we use the word "to". When we contrast this to the Persian sentences above, we see that there is no equivalent preposition. On a slightly more formal level of Persian, however, the preposition /be/ is used. Sentence (a) would then become:

ma be sinema mirim.

Note that this involves a change of word order also. This sentence type is not used in colloquial Persian in most circumstances. The natural transfer for Iranians studying Persian will be to drop the preposition in the English sentence.

SUPPLEMENTARY LESSON 5

1. lotfan guš konid. (Show the relative position of objects as indicated in the following statements by pointing.)

xodnevis ruye miz-e.
taxtepakkon zire miz-e.
sandali nêzdike miz-e.

2. lotfan tekarar konid.

- | | |
|---|--|
| a. xodnevis ruye miz-e.
taxtepakkon zire miz-e.
sandali nêzdike miz-e. | c. saet ruye divar-e.
taxtesia ruye divar-e.
saeto taxtesia ruye divar-e. |
| b. ruzname ruye sandali-e.
medad zire sandali-e.
miz nêzdike sandali-e. | d. mize Ŷoma nêzdike dar-e.
sandalie Ŷoma nêzdike dar-e.
mizo sandalie Ŷoma nêzdike dar-e. |

3. lotfan jawab bedid. (Point to pictures on Chart 1)

T. aqaye (xanume)-----, xodnevis ruye miz-e?

S. bale. xodnevis ruye miz-e.

- a. xodnevis ruye miz-e?
- b. taxtepakkon zire miz-e?
- c. sandali nêzdike miz-e?
- d. ruzname ruye sandali-e?
- e. medad zire sandali-e?
- f. miz nêzdike sandali-e?
- g. saet ruye divar-e?
- h. taxtesia ruye divar-e?
- i. saeto taxtesia ruye divar-e?
- j. mize Ŷoma nêzdike dar-e?
- k. sandalie Ŷoma nêzdike dar-e?
- l. mizo sandalie Ŷoma nêzdike dar-e?

4. lotfan soal konid. (Reverse the above practice. Have each student ask a question using /ruye/, /zire/ or /nêzdike/.)

Pronunciation Unit 7

We saw in our discussion of /h/ and /' / that they are usually dropped and that the accompanying vowel becomes long for compensation. Since this is particularly true of /' /, let us pronounce some words with the long vowel /æ/.

baed	bæd
sæd	sæd
væz	væz
dæva	dæva
bædan	bædan
nære	nære
ʔæban	ʔæban
tæne	tæne

LESSON 11

dialog a

hava

weather

1. hævaye amrika cetor-e/ What's the weather in America like?

ja-be-ja

from place to place

2. hæváš ja-be-ja farq mikone. The weather differs from place to place.

mesalan

for example, for instance

3. xob, hævaye tegzas mesalan. Well, Texas for instance.

mesle

like

2. hævaye astin mesle hæveye The weather in Austin is like the
ahvaz-e. weather in ahvaz.

* * * *

dialog a

1. hæváye amriká cetór-e/

2. hæváš ja-be-já fárq mlkone.

1. xob, hæváye tegzás mäsalan.

2. hæváye astín mäsle hæváye ahváz-e.

Drill 11a.1 Simple Substitution

həvaye amrika cətor-e/

iran

tehran

esfahan

širaz

mazānderan

tebriz

tegzas

nyo york

məšhad

Drill 11a.2 Simple Substitution

emruz həva gərm-e.

sərd

mərtub

xonək

əbri

baruni

xošk

Drill 11a.3 Complex Substitution

həvaye astin mesle həvaye əhvaz-e.

tehran

denver

məšhad

dalas

mazānderan

oregon

tebriz

vayoming

abadan

hyuston

kerman

reno

Drill 11a.4 Simple Substitution (The following exercise is between pairs of students. The teacher supplies each student with a cue.)

- | | |
|----------------------------------|-----------------------------------|
| 1. havaye <u>tehran</u> cetor-e/ | 2. mesle havaye <u>denver</u> -e. |
| abadan | hyuston |
| mazenderan | oregon |
| mašhad | dalas |
| esfahan | dalas |
| tebriz | reno |

Drill 11a.5 Simple Substitution (The following exercise follows the same format as Drill 11a.4.)

- | | |
|---------------------------------|---------------------------------|
| 1. havaye <u>ahvaz</u> cetor-e/ | 2. havaye ahvaz <u>garm</u> -e. |
| tebriz | sard |
| abadan | martub |
| šemrun | xonak |
| rešt | baruni |
| abadan | garmo martub |
| šemrun | xonako xošk |
| mazenderan | martubo abri |

Review

Review Drills 2b.11, 3a.4. and 3b.8.

LESSON 11

dialog b

tabestun

summer

1. pəs tabestunāš gərm-e?

Then the summers are hot?

2. bəle. ye kəmi haem mərtub-e.

Yes. It's also a little humid.

zemestun

winter

1. zemestunāš cetor/

How about the winters.

bərf

snow

bərf miad

it snows, is snowing

2. zemestunāš sərd-e vāli bərf
nemiad.The winters are cold but it doesn't
snow.

* * * *

dialog b

1. pəs tabestunāš gərm-e?

2. bəle. ye kəmi haem mərtúb-e.

1. zemestunāš cetór/

2. zemestunāš sərde-e vāli bərf nemiad.

Drill 11b.1 Simple Substitution

zemestunaye tebriz sard-e.

mašhad

tehran

gorgan

rezaye

azerbayjan

Drill 11b.2 Simple Substitution (Vocabulary)

tabestunaye abadan germ-e.

bahara*

paiza*

zemestuna

Drill 11b.3 Multiple Substitution (Two cues simultaneously)

tabestunaye širaz xonak-e.

paiza	tehran
bahara	mazenderan
zemestuna	rašt
tabestuna	rezaye

Drill 11b.4 Cued Conversation (Give a place name and an adjective as cues to pairs of students. Try to keep the response factual. Repeat the exercise using all the seasons.)

1. havaye _____ cator-e/ 2. havaš _____ -e.

Review Review Drills 8b.4, 9a.3, 9b.1 and 9a.6.

Drill 11b.5 Imitation (Have the students repeat the following sentences.)

havaye tegzas sard nist.	havaye mazenderan xošk nist.
havaye minesota germ nist.	havaye abadan sard nist.
havaye tehran martub nist.	havaye sibiri germ nist.

Drill 11b.6 Forced Substitution (Go through the following exercise once repeating everything with the students, then give cues in the regular manner. Use only negative cues.)

- T. hævaye tegzas sard-e? (næxeyr) S. næxeyr, hævaye tegzas sard nist.
 hævaye sibiri gærm-e? (næxeyr)
 hævaye ræšt xošk-e? (næxeyr)
 hævaye mišigan gærm-e? (næxeyr)
 hævaye nevada mærtub-e? (næxeyr)
 hævaye luyziana xošk-e? (næxeyr)

Drill 11b.7 Cued Conversation (Multiple Substitution) (Cue both the weather term and either affirmative or negative.)

- T. hævaye astin cetor-e? (sard - neg) S. hævāš sard nist.
 hævaye mišigan cetor-e? (sard = aff)
 hævaye tehran cetor-e? (mærtub - neg)
 hævaye abadan cetor-e? (mærtub - aff)
 hævaye mazānderan cetor-e? (xošk - neg)
 hævaye esfahan cetor-e? (xošk - aff)
 hævaye kerman cetor-e? (gærm - aff)
 hævaye kerman cetor-e? (sard - neg)
 hævaye ræšt cetor-e? (xošk - neg)
 hævaye ræšt cetor-e? (mærtub - aff)

Drill 11b.8 Free Conversation

(Point to the city or place on the map that the students will recognize. Spoken cues may be given if they cannot remember the place name or if you wish to use an American place name. With this cue student one should ask: /hævaye ----- cetor-e? Student two should answer: /hævāš ----- -e (nist)/ as he wishes.

SUPPLEMENTARY LESSON 6

1. lotfan guš konid.

T: (Point to book and notebook) in ketab-e. in ketab nist.

(Point to pencil and pen) in medad-e. in medad nist.

2. lotfan tekarar konid.

in ketab nist.

in medad nist.

in sandali nist.

un miz nist.

un taxtesia nist.

un saat nist.

3. lotfan javab bedid.

T: in ketab-e?

S: naheyr. in ketab nist.

T: pas ci-e?

S: in daftar-e.

(Continue in the same way pointing to objects different from what you use in your questions.)

4. lotfan guš konid.

a. xodnevis zire miz-e?

naheyr, xodnevis zire miz nist.

b. taxtepakkon ruye miz-e?

naheyr, taxtepakkon ruye miz nist.

5. lotfan javab bedid. (Point to pictures on Chart 1. Have the students give negative answers to the question. For example,)

xodnevis zire miz-e?

miz nazdike saat-e?

taxtepakkon ruye miz-e?

saat zire miz-e?

sandali nazdike dar-e?

taxtesia ruye sandali-e?

SUPPLEMENTARY LESSON 6 (cont'd)

6. (Have the students repeat step 5 among themselves.)

Pronunciation Unit 8

Pronunciation Drill 8.1 Imitation

ferz	fərz
gerd	gərd
serv	sərv
herfé	hərfé
xeræd	xəɾæd (béxəɾæd)
geran	gəɾən
ser	səɾ
béri	bəɾi

Pronunciation Drill 8.2 (Review Pronunciation Unit 6, page 76.)

LESSON 12

dialog a

-st

same as /-e/ "is" but occurs after /a/ and /e/.

1. ~~ku~~ye šoma kojast?

Where is your house?

xiaban

street, avenue

tu

in, on

2. tu xiabune ša-rezast.

It's on Shah-Reza Avenue.

dur

far

1. az injā dur-e?

Is it far from here?

2. nāxeyr. dur nist.

No, it's not far.

* * * *

dialog a

1. xunēye šomā kojast?

2. tu xiabāne ša-rezāst.

1. az injā dūr-e?

2. nāxeyr. dūr nist.

Drill 12a.1 Simple Substitution

xûneye Şoma kojast.

mædrese

ketab

pedær

dust

xahær

pesær

maðær

kelas

dæbirestan

xune

Drill 12a.2 Simple Substitution

tu xiabane Şa-rezast.

minesota

oklahoma

sorayya*

kalifornia

vila*

dakota

æmirabade bala*

Drill 12a.3 Forced Substitution

tu xiabune Şa-rezast.

taxte jænşid*

pehlævi*

vila

Drill 12a.3 (cont'd)

tu xiabane vilast.

dakota

eslambol

ša-reza

amirabad

amirabade bala

naderi

samedi

sorayya

kalifornia

Drill 12a.4 Cued Conversation (Teacher supplies cues below.)

S₁ -----e Ŷoma kojast/S₂ tu xiabane -----e (-st)

madrese

amirabad

xune

sorayya

debirestan

pahlavi

kelas

vila

xune

amirabade bala

madrese

ša-reza

Drill 12a.5 Complex Substitution

debirestane men dur-e.

xune

Ŷoma

(neg)

mašin

baradseram

Drill 12a.5 (cont'd)

mašine beradaram dur nist.

(aff)

qermez

ketab

bozorg

aqaye alavi

(neg)

daftar

šcma

(aff)

mašin

mašeri

sia*

(neg)

ketab

(aff)

abi*

xodnevis

beradare kucikam

(neg)

daftar

qermez

(aff)

šcma

sefid

xune

Drill 12a.5 (cont'd)

xuneye Yoma sefid-e.
 dur
 ma
 medrese

Drill 12a.6 Simple Substitution

a. esme xaharam faribast*

ziba*

soheyla*

Yila*

Yahla

b. esme baradaram mojtabast*

reza

dara

c. Forced Substitution

esme xaharam faribast.

parvin

Yirin

Yila

Yahla

f. Forced Substitution

esme baradaram mojtabast

said

hoseyn

dara

Drill 12a.6.f (cont'd)

esme beradaram qaas-e.

reza

mojtaba

perviz

jamšid

dara

Drill 12a.7 Complex Substitution

xuneye Šoma az inja dur-e?

beradaretun

dabirestan

(statement)

az Ša-reza

beradaram

madrese

(neg)

ma

xune

(aff)

az mašineta

(question)

beradaretun

LESSON 12

dialog b

1. xunetun nêzdike madresêst?

ru-be-ru.

2. bête. ruberûye madresêst.

Ûomare

cend

1. Ûomareye xunetun cend-e?

2. ÛomareÛ davazdest.

Is your house near the school?

across from

Yes. It's just across from the school.

number

how much (many)?

What's your house number?

It's number twelve.

* * * *

dialog b

1. xunetun nêzdike madresêst?

2. bête. ruberûye madresêst.

1. Ûomareye xunetun cend-e?

2. ÛomareÛ davazdest.

Drill 12b.1 Simple Substitution (Have the students imitate after you once before you begin drilling.)

a. madresatun inja nist?

xune

Ŷomare

ketabe farranse

b. madresam injast.

xune

Ŷomare

ketabe farranse

c. madresax kojast?

xune

Ŷomare

ketabe farranse

Drill 12b.2 Simple Substitution

xunam nazdike sefarax-e.

dabirestan

taxte jamxid

Ŷikago

xiabane pahlavi

Drill 12b.3 Simple Substitution

ame man fereŶast.

Ŷale*

fateme*

fereŶte

marzie*

Ŷale

Drill 12b.4 Simple Substitution

xunetun nezdike medresast?

ketabxune

dabirestan žale

xuneye ferešte

Drill 12b.5 Complex Substitution

xunam nezdike medresast.

(-etun)

sinema

(neg)

taxte jamšid

medrese

(aff)

xiabane ša-reza

xune

dabirestan

dabirestane žale

(neg)

xiabane žale

(aff)

(-am)

danešga

(-etun)

koja

danešga

(-eš)

xune

Drill 12b.6 Complex Substitution (Review)

xuneye Šoma nazdik-e?

baradaretun

dur

mašin

sefid

sohrab*

qermez

medad

bozorg

xodnevis

Šoma

xub

farsi

dustetun

medad

bozorg

mašin

mašin

qermez

Drill 12b.7 Imitation

xunam nazdik-e.
xuneye man nazdik-e.

xunetun nazdik-e.
xuneye Šoma nazdik-e.

esmam perviz-e.
esme man perviz-e.

esme familam eston-e.
esme famile man eston-e.

ketabam qermez-e.
ketabe man qermez-e.

ketabetun kojast/
ketabe Šoma kojast/

Drill 12b.8 (Repeat these sentences with half the class playing the role of Student One and the other half playing the role of Student Two. Then have the students do them in pairs with you supplying the cues.)

S₁ xunastun kojast/

S₂ xunam nazdik-e. xuneye šoma kojast/

S₁ esmetun ci-e/

S₂ esmam jorj-e. esme šoma ci-e/

S₁ haletun cetor-e/

S₂ mersi. xub-e. hale šoma cetor-e/

S₁ ketabetun kojast/

S₂ ketabam injast. ketabe šoma kojast/

Drill 12b.9 Simple Substitution

xunam az inja dur-e.

madrese

xiabane pehlavi

dabirestan

mesjed*

Drill 12b.10 Transformation (Say a sentence containing the words /dur/ or /nazdik/. The student should then convert the sentence into a sentence using the other word. Follow the pattern below.)

T. xunam az dabirestan dur-e.

S. xunam nazdike dabirestan-e.

xunam az madresatun dur-e.

madresatun nazdike injast/

xunam nazdike madresast.

xuneye šoma az inja dur-e?

Drill 12b.10 (cont'd)

T. madreseye Šoma az inja dur-e?

xunam az ketabxune dur nist.

tehran az darya dur-e.

tehran nazdike darya nist.

Drill 12b.11 Free Conversation

1. Šoma beradar darid?
esmeš ci-e?
xuneš kojast?
2. xunatun kojast?
həvaye unja cetor-e?
zemestunaš cetor-e?
3. danešgatun kojast?
bozorg-e?
az xunatun dur-e?
4. Šoma xahar darid?
xuneš kojast?
xuneš az xuneye Šoma dur-e?
5. Šoma tu xune gorbe*darid?
esme gorbətun ci-e?
bozorg-e ya kucik?.
6. Šoma nahar koja mixorid?
az inja dur-e?
qəzaš xub-e?
7. dəftare farsitun kojast?
sefid-e ya sia?
bozorg-e ya kucik?.

130

SUPPLEMENTARY LESSON 7

1. (Ask each student to change an affirmative statement to a question. Watch their intonation.)

T. xodnevis ruye mize, S. xodnevis ruye mize?

(Use the six sentences in Supplementary Lesson 6.5 as cues.)

2. lotfen guš konid.

in dar-e. un panjerest.

in kagez-e. un majallast.

in ketab-e. un ruznamest.

3. lotfen tekarar konid,

in dar-e. un panjerest.

in kagez-e. un majallast.

in ketab-e. un ruznamest.

in kelas-e. un ketabxunest.

in saat-e. un šunest.

in paket-e. un namest.

in divar-e. un naxšest.

4. lotfen jawab bedid.

(T. [Point to window] un dar-e. S. naxeyr. un panjerest.)

1. in dar-e? (window)

2. un taktepakkon-e? (blackboard)

3. in saate Yagerd-e? (teacher's watch)

4. in xodnevis men-e? (student's pen)

5. in kagez-e? (magazine)

6. un ketab-e? (letter)

SUPPLEMENTARY LESSON 7 (cont'd)

4.7 in dəftər-e? (newspaper)

8. in xodnevis-e? (comb)

9. in kelas-e? (library)

10. un ketabo dəftər-e? (a sheet of paper and a magazine)

11. un divar-e? (map)

12. in paket-e? (letter)

Pronunciation Unit 8

kəšf	kəšf	əšk	xəlq
bənefš	bəxš	loxt	morq
rəxs	bəhs	təxt	ləx
rəxš	nef	cərx	təbq
ləfs	ešq	omq	sədq

LESSON 13

dialog a

(Lesson 13a does not follow the regular format. Supplementary sentences have been added that should be learned along with the dialog.)

danešju

college student

-id

you are

1. Šoma danešjuid?

Are you a student?

-am

I am

2. bāle. men danešjūam.

Yes, I am a student.

bālad

know, know how (this word is translatable by a verb in English. In Persian, however, it functions as an adjective and must be thought of as such.)

1. Šoma farsi bāladid?

Do you know Persian?

2. bāle. men farsi bāladam.

Yes, I know Persian,

* * * *

dialog a

1. Šoma danešjūid?

2. bāle, men danešjūam.

1. Šoma farsi bāladid?

2. bāle. men farsi bāladam.

Repeat the memorize the negative answers to the above questions:

1. Šoma danešjuid?

2. nekeyr. men danešju nistam.

1. Šoma farsi bāladid?

2. nekeyr. men farsi bālad nistam.

Drill 13a.1 Simple Substitution

a. Šoma danešju-id?

moellem

šagerd

doxtar*

mohandes*

doktor*

b. bale. men danešju-am.

moellem

šagerd

doxtar

pesar

mohandes

doktor

c. nexeyr. men danešju nistam.

moellem

šagerd

doktar

pesar

mohandes

Drill 13a.2 Free Conversation (Repeat Drill 13a.1.a as questions to be answered without cue by the student.)

Drill 13a.3 Complex Substitution (Repeat in negative; repeat also alternating negative and affirmative.)

man moallame farsian.

Yimi

mohandes*

Yoma

moallem

jamYid

beradar

man

doktor

dustetun

hoseyn

dust

Drill 13a.4 (Review) Complex Substitution

sambe samt se miran kalase faranse.

jome	panj
doYambe	Yik
yekYambe	dah
seYambe	davazda
carYambe	yazda
	haft
	haft

Drill 13a.5 Simple Substitution

man inglisi baladem.

farsi

feranse

espanyoli

Drill 13a5 (cont'd)

men espanyoli baladēm

aspezi*

naqqasi*

duxtēm*

Yena*

basketbal*

Yetrānj*

Drill 13a.6 (Repeat Drill 13a.3 as free conversation.)

Drill 13a.7 Imitation (Check for comprehension.)

un ketabe fereštast.

dustēm hala dār medresast.

medade men dār xunast.

mašīnēm ruberuye ketabxunast.

jamšid xeyli xēstast*.

esme xaharēm Yalast.

baradaram dār faransast.

Yomareye xunēm sizdest.*

haft Yomarast.

duste men dār rezayast.

Drill 13a.8 Review (Review Drills 11a.3 and 11a.5.)

Drill 13a.9 Multiple Substitution (Repeat in the negative.)

daftare Yoma mesle daftare men-e.

ketab

kot*

Drill 13a.9 (cont'd)

kote Yoma mesle kote man-e.

keravat

pirahan*

kaf*²

medad

xodnevis

Drill 13a.10 Multiple Substitution (Repeat in the negative.)

daftare jorj mesle daftare jamšid-e.

fered

jan

meri

ferešte

said

jeri

Drill 13a.11 Complex Substitution (Repeat giving more than one cue at a time.)

medade . man mesle medade ali-e.

ketab

(neg)

jamšid

Yoma

lebas

ma

fereydun

pirahan

man

(aff)

kaf*

LESSON 13

dialog b

narahat

worried, disturbed, uncomfortable

emruz

today

1. Šomá emruz narahatid?
2. bəle. xeyli narahatəm.
1. cə-ə?

Is something bothering you today?

Yes, something is.

Why? (teacher should point out accompanying gesture)

naxoš

sick

2. nemidunəm. emruz kəmi naxošəm.

I don't know. I'm a little sick today.

* * * *

dialog b

1. Šomá emrúznarahatid?
2. bəle. xeyli narahatəm.
1. cə-ə?
2. nemidunəm. emrúz kəmi naxošəm.

Drill 13b.1 Simple Substitution (The teacher should be careful to drill these substitutions enough with himself before he attempts to have the students substitute the vocabulary items.)

Yoma emruz narahetid?

maeste*

xoşhal*

naxoş

maşqul*

bikar*

qamgin*

Drill 13b.2 Simple Substitution (Repeat Drill 13b.1 using /man/ as the subject of the above model sentence. Change the question to a statement.)

Drill 13b.3 Simple Substitution (Repeat Drill 13b.2 as a negative statement, substituting the items listed.)

Drill 13b.4 Cued Conversation (Repeat in the negative.)

T. Yoma emruz narahetid?

S. bəle, emruz xeyli narahetəm.

maşqul

xoşhal

naxoş

qamgin

bikar

Drill 13b.5 Cued Conversation (Repeat Drill 13b.4 in the following manner: the teacher gives a one word cue, student one asks the question and student two answers it.)

T. narahet

S₁ Yoma emruz narahetid?

S₂ bəle, emruz xeyli narahetid. (or negative answer)

Drill 13b.6 Forced Substitution

meni emruz xo'halam.

ma'qul

jam'id

xeste

(question)

(statement)

narahat

Yoma

(neg.)

meni

qamgin

bikar

(aff)

(question)

naxo's

xo'hal

Yoma

(statement)

(neg)

meni

Drill 13b.7 Free Conversation (Optional)

1. Yoma xo'halid ya qamgin?
2. Yoma . rahatid* ya narahat?
3. Yoma faqirid*ya puldar*?
4. Yoma xabid* ya bidar?
5. Yoma ma'qulid ya bikar?

Drill 13b.8 Review Complex Substitution

xuneye Šoma nəzdik-e.

beradzeretun

aqaye jəmšīdpur

dur

sefid

səbz

man

nəzdik

dur

ma

mašin

Šoma

nəzdik

Drill 13b.9 Free Conversation

1. "Dexter House" az inja dur-e?
2. sinemaye tegzas nəzdik-e?
3. tehran nəzdik-e?
4. megzik az inja dur-e?
5. tebriz az tehran dur-e?
6. xuneye Šoma dur-e?
7. kafeteria nəzdike injast?
8. xuneye Šoma nəzdike kojast?

SUPPLEMENTARY LESSON 8

1. lotfan guš konid.

- | | |
|----------------------------|----------------------------------|
| a. xuneye Šoma kojast/ | xuneye ma ruberuye danešgast. |
| b. madreseye ahmed kojast/ | madreseye ahmed pošte danešgast. |
| c. otaqe Šoma kojast/ | otage man tuye xabgast. |

2. lotfan tekarar konid.

- xuneye ma ruberuye danešgast.
 madreseye ahmed pošte danešgast.
 otaqe man tuye xabgast.
 otaqe iŠun tuye xabgast.
 mize Šoma ruberuye taxtesiašt.
 sandalie Šoma ruberuye taxtesiašt.
 mizo sandaliye Šoma ruberuye taxtesiašt.
 kelase ma tuye danešgast.
 ketabxune tuye danešgast.

3. lotfan javab bedid. (Have the students use the words in parentheses in their response.)

T. aqaye (xanume)-----, xuneye Šoma kojast/ (danešga)

S. xuneye man ruberuye danešgast.

- otage Šoma kojast/ (danešga)
- otage iŠun kojast/ (xabga)
- mize Šoma kojast/ (taxtesia)
- sandalie Šoma kojast/ (taxtesia)
- mizo sandalie Šoma kojast/ (taxtesia)
- kelase ma kojast/ (danešga)
- ketabxune kojast/ (danešga)
- madreseye ahmed kojast/ (danešga)
- ketabxuneye danešga kojast/ (xabga)
- manzele baradaretun kojast/ (xiabane Ša-reza)
- manzele dustetun kojast/ (xiabane sina)
- madreseye xaharetun kojast/ (danešga)

SUPPLEMENTARY LESSON 8 (cont'd)

4. lotfan tdkrar konid.

gac injast.

taxtepakkon unjast.

ketab injast.

medad unjast.

mizo sandali injast.

taxtepakkon sandali unjast.

5. (Have the students question and answer among themselves using the following expressions.)

a. ruberuye

b. pošte

c. tuye

d. injast

e. unjast

LESSON 14

dialog a

hastid

you are (equals -id)

1. Yoma irani hastid?

Are you Iranian?

2. bale. men iraniam. Yoma cetor?

Yes, I am Iranian. And you?

1. nahey. men irani nistam.

No, I'm not Iranian.

kojai

where from

2. kojai hastid?

Where are you from?

1. men amrikaam.

I'm American.

* * * *

dialog b

1. Yomā irani hastid?

2. bale. men iraniam. Yomā cetor?

1. nahey. men irani nistam.

2. kojai hastid?

1. men amrikaam.

Drill 14a.1 Simple Substitution (Point out that when the Yoma form of "to be" occurs on the end of a noun or adjective that ends in /i/, the long form hæstid must be used instead of the short form /-id/.)

Yoma irani hæstid?

amrikai

italyai

yazdi

tehrani

esfahani

Yirazi

tegzasi

nyo yorki

Drill 14a.2 Simple Substitution (Go through this drill once to show that in all other cases, the shorter form /-id/ is used in colloquial speech.)

Yoma torkid?

arab

rus

kord

Drill 14a.3 Forced Substitution (Be sure to elicit /Yoma narahæstid./ not /Yoma narahæt hæstid./)

Yoma irani hæstid?

amrikai

tork

bikar

kord

qæmgin

Yirazi

naxoX

Drill 14a.3 (cont'd)

Šoma naxošid.

rus

tehrani

xæste

puldar

tork

nyo yorki

xošhal

tork

yæzdi

tegzasi

rus

fæqir*

kesel*

Drill 14a.4 Combination (Complex and Forced) Substitution Drill

Šoma irani hæstid.

(question)

amrikai

jorj

(neg)

narahæt

xošhal

tehrani

(statement)

Drill 14a.4 (cont'd)

jorj tehrani- nist.

puldar*

jamšid

širin

italyai

(aff)

man

naxoš

(neg)

(Repeat the above drill using as many different combinations of substitutions as possible.)

Drill 14a.5 Free Conversation

a. (Ask every student.) kojai hæstid?

b. (Ask each student one group of the following questions.)

1. Šoma baradar darid?
esme baradæretun ci-e?
koja zendegi mikone?
danešga mire?
2. pedæro madæretun koja zendegi mikonand?
pedæretun unja kar mikone?
madæretun cetor?
baradæro xahær darid?
3. Šoma kojai hæstid?
pedæro madæretun dær kodum* šæhr zendegi mikonand?
baradæro xahær darid?
koja zendegi mikonand?
4. danešgætun kojast?
bozorg-e?
xunætun kojast?
šomareš cand-e?
5. xunætun dær kodum šæhr-e?
kodum xiabun-e?
telefon dare?
šomare telefonetun cand-e?

Drill 14a.5 (cont'd)

6. beradare bozorg darid?
 zan* dare?
 bece* dare?
 esme xanumeš ci-e/
7. Šoma der xunetun sag* darid?
 esmeš ci-e/
 bozorg-e/
 gorbe ham darid?

Drill 14a.6 Transformation (Point out that the inflection /-ešun/ , "their", follows the same pattern as /-etun/. That is, after vowels the inflection becomes /-šun/. Otherwise it remains /-ešun/.)

T. ketabe alio jamšid	S. ketabešun
mašine alio jamšid	mašinešun
kelase širino ferešte	kelasešun
kelase faranseye alio jamšid	kelase faransašun
kelase farsie alio jamšid	kelase farsišun
xuneye pedero madaram	xunešun
madreseye alio jamšid	madresašun
kelase inglisie alio jamšid	kelase inglišun

Drill 14a.7 Transformation (Explain that the inflection /-emun/ "our" follows the same sound change pattern as /-etun/ and /-ešun/.)

T. kelase inglisie menno Šoma	S. kelase inglisimun
mašine menno Šoma	mašinemun
kelase menno Šoma	kelasemun
xuneye menno Šoma	xunemun
madreseye menno Šoma	madressemun
ketabe menno Šoma	ketabemun
kelase faranseye menno Šoma	kelase faransemun
kelase farsie menno Šoma	kelase farsimun

Drill 14a.8 Multiple Substitution (Select two cues in different positions to be given simultaneously.)

ketab -emun bozorg-e.

kelas (-etun)

mašin (-ešin)

dabirestan (-emun)

mædrese

savari

kelase faranse

kelase inglisi

kelase farsi

saat

LESSON 14

dialog b

aqam

contraction of /aqa/ and
/ham/

1. in aqam amrikaiænd?

Is this gentleman American also?

hardo

both

2. bæle. ma hardo amrikai hæstim.

Yes, we're both American.

1. iXun hæm farsí bæledænd?

Does he know Persian too?

2. næxeyr. iXun farsí bæled nistænd.

No, he doesn't know Persian.

* * * *

dialog b

1. in aqám amrikaiænd?

2. bæle. ma hardó amrikai hæstim.

1. iXún hæm farsí bæledænd.

2. næxeyr. iXún farsí bæled nistænd.

Drill 14b.1 Forced Substitution (Be sure the students use /hæstid/ and /-id/ correctly in this drill.)

Yoma irani hæstid.

narahæt

amrikai

tegzasi

taxoŝ

hazer*

tehrani

arab

tork

xoŝhal

Drill 14b.2 Forced Substitution (Review)

Yoma farsî xeyli xub bæladid.

maen

Yoma

ma

bæradæram

Yoma

maen

pedæretun

ma

Drill 14b.3 (Repeat Drills 14b.1 and 14b.2 in the negative.)

Drill 14b.4 Complex Substitution (Forced)

Yoma amrikai hæstid.

ma

tork

Drill 14b.5 (cont'd)

ma torkim.

(neg)

arab

(aff)

men

jamšid

irani

xaste

xošhal

tehrani

šoma

(neg)

Drill 14b.6 Multiple Substitution Drill (Repeat in the negative.)

šoma amrikai haštīd.

men tork

ma xošhal

jamšid xaste

baradarretun arab

pedarām tehrani

duste ali širazi

mālleme jorj yazdi

(Give a short explanation of the use of /išun/ and the /-and/ verb ending when referring to a third person present or not present out of politeness. Explain that this is especially true of important dignitaries and people related to or friends of the person addressed.)

Drill 14b.7 Simple Substitution

un aqa amrikaiand?

išun

alio jamšid

pedaro maderam

pedaretun

lindon janson

išun

melahazrat*

išun

Drill 14b.8 Multiple Substitution (Repeat in the negative.)

un aqa amrikaiand?

šoma irani

man bikar

išun mašqul

alio mahmud kord

aqaye estilu nyo yorki

lindon janson tegzasi

šoma arab

pedaro radar naxoš

Drill 14b.9 Transformation

T. mašinam qermez-e.

mašinetun qermez-e.

medadam bozorg-e.

ketabeš kucik-e.

ketabeš siast.

S. mašine qermezam xub-e.

mašine qermezetun xub-e.

etc.

Drill 14b.9 (cont'd)

T. medadeš siast.

medadem siast.

xodnevisam siast.

xodnevisam bozorg-e.

mašinemun sabb-e.

mašinemun kucik-e.

mašinemun siast.

ketabemun siast.

ketabemun zard-e.*

ketabetun zard-e.

ketabetun bozorg-e.

daftaretun bozorg-e.

daftaretun siast.

medadetun siast.

medadetun qermez-e.

medadešun qermez-e.

medadešun bozorg-e.

ketabešun bozorg-e.

ketabešun siast.

mašinešun siast.

mašinešun qermez-e siast.

mašinešun qermezo sefid-e.

(The teacher should read the following paragraphs aloud to the students, filling in the blanks with the correct information about himself. This should be read at normal speed. The teacher may have to repeat the reading two or three times until all the information is understood by the students.)

Drill 14b.10 Comprehension

men moelleme farsian. men irani hastam vali dar amrika dars mi-
xunam. -----sale dar amrikam. pedero madaram dar ----- zendegi mi-
konsendo xunashun dar xiabune -----, xiabune ----- mezdike ----- -e.

men --- beradaro ---- xahar daramo unam ----- zendegi mikonand.
esme beradaram -----e ----- -e.

in tabestun dar danešgaye tegzas dars midan. dustamun beed az tabes-
tun inšallah mirand iran. hala farsi yad migirand. farsišun bad nist.
kami mifahmendo kami harf mizanand vali ba moellemešun hamiše inglisi
harf mizanand. un keyli bad-e. vali mašallah xub yad migirand.

soba masmulin dar xabga sobhane mixoram. saat hašte sob dar darešga
kelase farsi darim. vali men emruz keyli xestam. havaye tegzas keyli
garm-e. men keyli narahatam. vali beed az kelas miram xabgavo esterahat
mikonam. emšab ma saate šiš (panjo nim) šam mixorim. hamiše qazaye am-
rikai mixorim. qazaye irani dust daram vali ma inja dorost nemikonim.

Drill 14b.11 Conversation (Now the teacher should give the following
cues and have one student use it in a question to another
student about the above paragraphs. All questions and
answers should be in the /išun/ form since they are
speaking about their teacher. For this reason they
should use the aqaye ----- form.)

T. irani (You should hope to elicit a question similar to the follow-
ing from this cue.)

S₁ aqaye ----- iraniand?

S₂ bale. aqaye ----- iraniand.

Cues:

- | | | |
|-------------------|-------------|-----------------|
| a. moelleme farsi | d. xunashun | g. esterahat |
| b. dars xundan | e. sobhane | h. šam |
| c. pedero مادر | f. xeste | i. qazaye irani |

SUPPLEMENTARY LESSON 9-10

The contents of this lesson should be drilled over the period in which regular lessons 14a., 14b. and 15 are drilled. The material covered in this lesson is review material.

1. lotfan javab bedid. (Have the students give an affirmative answer to the questions.)

T. in ketab-e? (Point to your book).	S. bale. in ketabe.
in ketabe man-e?	bale. in ketabe Šomast.
ketabe man ruye miz-e?	bale. ketabe Šoma ruye miz-e.

(Continue in the same way using the following words.)

- (xodnevis - Šoma - zire majalle)
- (dar - kelas - nazdike taxtesia)
- (Šune - bab - ruye ruzname)
- (kelas - ma - ruberuye ketabxune)
- (otag - barbara - tuye xabga)
- (madrese - extar - pošte danešga)

2. (Have the students make negative or affirmative statements according to the cue. Use Chart 1.)

T. a. in xodnevis-e? (watch)	S. naxeyr. un xodnevis nist. un saet-e.
in saete tam-e?	naxeyr. un saete Šomast.
saete man unjast?	naxeyr. saete Šoma ruye miz-e.
b. in divar-e? (blackboard)	
taxtesia ruye zamin-e?	
c. un kaqaz-e? (pencil)	
un medade gloriast?	
medade ----- kojast?	
d. un saet-e? (map)	
un naxšeye amrikast?	
naxšeye iran ruye miz-e?	
e. un dar-e? (window)	
panjere nazdike saet-e?	
f. in naxšast? (letter)	
name tuye ketabe?	

3. lotfan soal konid. (Have the students make questions from the following answers.)

- | | |
|---|--|
| <p>T. in ketab-e.
in ketabe man.
ketabe man injast.</p> | <p>S. in ci-e/
in ketabe ki-e/
ketabe koma kojast/</p> |
|---|--|
- a. un otaq-e.
un otaqe barbarast.
otage barbara tuye xabgast.
- b. in kelas-e.
in kelase farsi-e.
kelase farsi nazdike ketabxunest.
- c. un ketabxunest.
un ketabxuneye danešgast.
ketabxuneye danešga unjast.
- d. in miz-e.
in mize moellem-e.
mize moellem nazdike taxtesiašt.
- e. un sarr-e.
un sarre kelas-e.
sarre kelas ruye divar-e.
- f. in sarro xodnevis-e.
in sarro xodnevis man-e.
sarro xodnevis man zire ruznamešt.
- g. in namešt.
in nameye baraderam-e.
nameye baraderam injast.

4. (Substitution Practice)

manzele man pošte madresast.

ruberuye danešga

otage jamšid

tuye xabga

nazdike kelas

nazdike madrese

xuneye mina

koja 168

4. (cont'd)

xuneye mina kojast.

xiabune Ya-reza

unja

mize Yoma

ruberuye taxtesia

sandaliye man

næzdike panjere

mæjælle

5. (Have the students question and answer each other.)

T. (xodnevis - saæt) S₁ in xodneviso saæte ki-e/

S₂ in xodneviso saæte aqaye (xanume)-----.

(Have the students use the following words in their conversation.)

a. (meçad - kaqæz)

b. (miz- sandali)

c. (dær - divar - panjere)

d. (saæt - ruzname)

e. (daftar - name)

f. (kelas)

g. (xabga - ketabxune)

h. (ketab - mæjælle)

i. (meçad - ketab - daftar)

j. (miz - daftar - Yune)

LESSON 15

(Review Unit)

Review Dialog 15.1

Please see page 98 for instructions in reading this dialog. The procedure will be the same as for Review Dialog.10.1.

1. salam aqa. hale šoma cetor-e?
2. mersi. xub-e. hale šoma cetor-e?
1. xeyli xub-e. mersi.
2. Šoma inglisi hæstid?
1. naæxeyr. men amrikaam. Šoma cetor?
2. men iraniam.
1. Šoma danešjuid?
2. bæle. men danešjunam.
1. der kodum danešgaid?
2. men der danešgaye Širazam.
1. Širazi hæstid?
2. naæxeyr. tehraniam væli hala der Širaz zendegi mikonim.
1. pedæro madæretun koja zendegi mikonend?
2. der Širaz zendegi mikonend.
1. pedæretun cekar mikone?
2. pedæram dige kar nemikone.
1. Šoma ci mixunid?
2. men Šimio fiziko inglisi mixunam.
1. der danešga inglisi mixunid?
2. naæxeyr. der danešga faqæt Šimio fizik mixunam.
1. pes inglisi koja mixunid?
2. men der anjonæne iran-amrika mixunam.

Review Dialog 15.1 (cont'd)

1. duste amrikai ham darid?
2. man ye duste inglisi daram.
1. dustetun farsî midune?
2. nakeyr. keni mifahme vali harf nemizane.
1. inja kar mikone?
2. bale. mohandes-e.
1. balê?
2. dustam mohandes-e.
1. mohandes.
2. mohandes - ne. mohandes.
1. mohandes, mohandes. mohandes yameni ci?
2. mohandes nemidunîd ci-e? inglisi migand "engineer".
1. haa! rast migîd. mohandes. mersi, aqa.
2. xaeš mikonam. Šoma mašallah farsî xeyli xub baladîd.
1. extiar darîd, aqa. farsim xub nist.
2. extiar darîd. Šoma mesle iranîa harf mizanîd.
1. xaeš mikonam.
2. Šoma cetor farsî yad migirîd?
1. man Šeba heniše farsî mikonam.
2. harf-zadan cetor?
1. bamele. heniše farsî harf mizanam.
2. Šoma kojai hestîd?
1. man tegzasiam.
2. tegzas kojast?
1. tegzas dar junube amrikast.

Review Dialog 15.1 (cont'd)

2. unja. Xahre bozorg dare?
1. bale. car-penj ta Xahre bozorg dare.
2. hevaye unja cetor-e?
1. tegzas xeyli bozorg-e. hewaX ja-be-ja farq mikone.
2. rast migid? Xahre Xoma cetor?
1. Xahre na xeyli mertub-e. nazdike daryast.
2. zemestunaX cetor-e? baxf miad?
1. nexeyr. baxf nemiad. barun miad.
2. pas hatmen mesle mazanderan-e.
1. hevaye mazanderan cetor-e?
2. mazanderan xeyli mertub-e. nazdike daryaye xazar-e.
1. garm-e?
2. garm-e, bale. vali xeyli garm nist. tegzas cetor?
1. na. tabestunaye tegzas xeyli garm-e.
2. pas hatmen mesle hevaye shvaz-e. shvaz garm-e. tabestunaX ham mertub-e.
1. sabz-e unja?
2. nexeyr. shvaz sabz nist.
1. xob, tegzas xeyli bozorg-e vali nazdike darya xeyli sabz-e.
2. pas hewaX mesle shvaz-e vali mesle mazanderan sabz-e.
1. azarbayjan ham sabz-e.
2. bale. azarbayjano gilano mazanderan xeyli sabz-e.
1. barun cetor?
2. bale. birun miad vali gilano mazanderan biXtar barun miad.
1. tabriz dar azarbayjan-e. nist?
2. bale. tabriz xeyli bozorg-e. basad az tehran Xahre dovome iran-e.

Review Dialog 15.1 (cont'd)

1. rast migid? vali tabrizia farsî harf nemizænand.
2. næxeyr. tabriziavo azərbayjani torki harf mizænand.
1. farsî cetoŕ?/
2. farsî ham dər mədrəsəha harf mizænand.
1. Xoma torki midunid?
2. torki? næxeyr. faqət ye kələme midunəm - "yaxci"
1. be farsî ci mišəŕ/
2. "yaxci" be farsî mišə "xub".
1. mersi. mən ye duste azərbayjani dərəm. torki xub harf mizəne. hala ye kələme midunəm - "yaxci". mersi, aqa.
2. xaeš mikonəm.

Grammar1. The Verb to be

We have seen the following sentences with different forms of the verb to be.

mən farsî bələdəm

mən irani nistəm

Xoma emruz narahatid?

Soma irani nistid.

Soma irani həstid?

un aqa ki-eŕ/

aslan nəzdik nist.

pəs kojastŕ/

ruberuyə mədrəsəst.

mə farsî bələdim.

mə irani nistim.

mə amrikai həstim.

in aqa ham amrikaiənd.

isun farsî bələd nistənd.

At first sight the forms of the verb to be may seem confusing and may have caused you some trouble in your pattern practices. The situation becomes more clear when we point out that the alternation in these forms depends on the phonemic environment in which they are found.

To simplify matters, we will examine the negative forms first. The negative form has /nist-/ as its base and to this the regular endings of all other verbs are added. The only exception to this is that in the third person singular there is no verb ending added. Go back over the list of sentences on the previous page and examine the negative forms.

Of the affirmative forms the "I" and "they" forms present no particular problem. The endings are /-am/ and /-and/ respectively and are always attached without change to the noun or adjective.

The "šoma" and "ma" forms act in a similar manner. The basic forms of these are /-id/ and /-im/, and are suffixed to the noun or adjective. When the noun or adjective ends in the phoneme /i/ then an alternate form, the long form, is used.

/šoma irani/ plus /-id/ becomes /šoma irani hæstid./

/ma amrikai/ plus /-im/ becomes /ma amrikai hæstim./

The "u" form presents different problems of phonological environment. When the noun or adjective before it ends in a consonant or any vowel except /a/, /æ/ or /e/, the form of the verb to be is /-e/.

ki-e/

næzdik-e.

When the preceding words ends in one of the vowels /a/, /æ/, or /e/, the form of the verb is /-st/.

There is an additional phonological change in connection with the "u" form. When the preceding word ends in /e/ (mædrese, xune, etc.) the /e/ of the word before the /-st/ inflection changes to /æ/. For example, /mædrese/ plus "to be" is /mædresæst/. Examples of the "u" forms are:

næzdik-e.

tu xiabane ša-rezast.

ruberuye mædresæst.

dævazdest.

2. Phonological Alternation of Inflections

The rule of word-final /e/ becoming /æ/ before certain suffixes can be applied in cases other than that of before the "to be" inflection. Note the following examples.

/xune/ plus /-etun/ is /xunætun/ /xune/ plus /-eš/ is /xunæš/

/xune/ plus /-am/ is /xunæm/ /xune/ plus /-ešun/ is /xunæšun/

/xune/ plus /-emun/ is /xunæmun/ 174

3. Style

We have seen that there are two ways of expressing the possessive:

/xunətun kojast/ or /xuneye ʒoma kojast/

/esməm ʒorj-e./ or /esme mən ʒorj-e./

There is no important difference between these two structures when they appear in this intonational pattern. When one wishes to stress the possessor then the longer form must be used with sentence stress on the possessor. For example,

/xuneye ʒomajast./ "Where's-your house?"

LESSON 16

dialog a

-a

plural marker

mal

possession

(male Yoma)

your(s)

1. un ketaba male Yomast?

Are those books yours?

2. kodum ketaba?

Which ones?

1. un ketabaye farsī.

Those Persian books.

2. naxeyr. male man nist.

No, they're not mine.

1. pes male ki-e?

Then whose are they?

2. male aqaye Shirazi-e.

They're Mr. Shirazi's.

* * * *

dialog a

1. un ketabā male Yomāst?

2. kodūm ketabā?

1. un ketabāye farsī.

2. nāxeyr. māle man nīst.

1. pes māle kī-e?

2. māle aqāye Širazī-e.

Drill 16a.1 Conversation with Cue (Review)

T. un ci-e?	xiaban	S. un xiaban-e.
	xune	xunast
	xiabane	ša-reza
	madrese	
	xunætun	
	xiabane	ferdowsi
	danešga	
	mašinetun	
	sinema	

Drill 16a.2 Forced Substitution

un ketaba male šomast?

~~maš~~

jašid

dara

ma

danešga

baradere širin

šoma

una*

aqaye sadeq

Drill 16a.3 Forced Substitution (Multiple Cue) (Repeat Drill 16a.2 alternating negative or affirmative as additional cue.)

Drill 16a.4 Simple Substitution (Singular cue, plural response.)

un ketaba male šomast.

medad

Drill 16a.4 (cont'd)

un medada male Xomast.

xodnevis

qali*

mašin

taksi

botri*

kaqaz

miz

sændali

livan*

fenjun

Drill 16a. 5 Cued Conversation (Repeat Drill 16a.4 as a question that the students answer in the negative.)

For example, T. un ketaba male Xomast? S. un ketaba male man nist.

Drill 16a.6 Simple Substitution (Repeat this drill at least two times. The first time the cue should be in the plural. The second time give the singular as a cue and make clear to the student(s) that they should change it to the plural in their response.)

ketabaye jamšid xeyli xub-e.

medad

xodnevis

qali

mašin

kaqaz

miz

sændali

livan

fenjun

Drill 16a.7 Forced Substitution (The student should change the subjects of the following sentences to plural in his response.)

1. qaliye jamšid keyli bozorg-e.
2. mašine fereydun qermez-e.
3. ketabe man ru miz-e.
4. xodnevis man xarab-e.*
5. sandaliye Dexter House rahat-e.
6. livane jamšid kucik-e.

Drill 16a.8 Imitation

- ketabatun ru miz-e.
 medadatun ru miz-e.
 kaqazam ru miz-e.
 xodnevisan ru miz-e.
 livanaš ru miz-e.
 ketabaš ru miz-e.
 botriamun ru miz-e.
 medadamun ru miz-e.
 daftarašun ru miz-e.
 kaqazašun ru miz-e.

Drill 16a.9 Transformation (Be sure that the students also change the subject to the plural in addition to changing the subject pronoun to the possessive inflection.)

- | | |
|------------------|----------------------|
| T. daftar - šoma | S. daftaratun xub-e. |
| ketab - man | |
| xodnevis - šoma | |
| medad - u | |
| livan - man | |

Drill 16a.9 (cont'd)

T. botri - una

S. botriašun xub-e.

mašin - u

qali - šoma

fenjun - ma

xodnevis - una

botri - u

medad - ma

daftar - men

Drill 16a.10 Complex Substitution

ketabaye aqaye širazi ru miz-e.

medad

jaššid

sardali

xanume šarifi

kaqaz

(neg)

(singular) .

(aff)

livan

šoma

(question)

meno šoma

(plural)

miz

(statement)

fenjun

Drill 16a.11 Multiple Substitution

ketabaye farsi unjast.

medad sefid

xodnevis sabz

qali esfahani

mašin rusi

taksi kucik

madrese amrikai

botri kasif*

kagaz bozorg

miz qavei*

sandali kucik

livan cai

fenjun qave*

Drill 16a.12 Complex Substitution (One cue at a time.)

un sandaliaye kucik male aqaye tabrizi-e.

medad

sabz

maen

xodnevis

sefid

šoma

qali

qavei

ma

mašin

bozorg

jamšid

taksi

rusi

jorj

ketab

irani

hoseyn

botri

amrikai

aqaye javadi

miz

now*

xanume šarifi

livan

esfahani

pedare fereydun

fenjun

kasif

LESSON 16

dialog b

tadrīs mikon-

same as /dars mid-/but
on a more educated level
of speech

1. Šoma inglīsī tadrīs mikonid?

Do you teach English?

dabir

mawallame dabirestan

panjom

fifth

hastam

/-am/ long form

2. bāle. dabire kelāse panjom
-
- hastam.

Yes, I teach fifth grade high school.
(equivalent to American junior year.)

1. cānd-ta kelās dārs midid?

How many classes do you teach?

2. sobā do-ta kelās dārs midam,
-
- bānd az zorām do-ta.

I teach two in the morning and two
in the afternoon.

1. cānd-ta šāgerd dārid?

How many students do you have?

2. xeyli šāgerd dāram. kelās be
-
- kelās fārq mikone.

I have a lot of students. It dif-
fers from class to class.

* * * *

dialog b

1. Šomā inglīsī tadrīs mikonid?

2. bāle. dabire kelāse panjom hastam.

1. cānd-ta kelās dārs midid?

2. sobā dō-ta kelās dārs midam, bānd az zorām dō-ta.

1. cānd-ta šāgērd dārid?

2. xēyli šāgērd dāram. kelās be kelās fārq mikone.

Drill 16b.1 Simple Substitution

man kelase panjom dars midam.

carom*

sevvom*

dovvom*

avval*

panjom

xišom*

Drill 16b.2 Simple Substitution

man az ketabe avval dars midam.

dovvom

sevvom

carom

panjom

xišom

haftom*

haštom*

nohom*

dahom*

Drill 16b.3 Simple Substitution

man avval mehr* miran iran.

dovvom

sevvom

carom

panjom

xišom

Drill 15b.3 (cont'd)

man iŝom e mehr miram iran.

haftom

haŝtom

nohom

daŝom

Drill 16a.4 Complex Substitution

dabire kelase panjom haestam.

mocellem

dabestan

ŝagerd

dabirestan

mohasel*

daneŝgaye tehran

ostad*

daneŝgaye ŝiraz

daneŝju

daneŝgaye meŝhad

sale* sevvom

mohasel

kelase carom

daneŝamuz*

dabestan

ŝagerd

dabirestan

kelase iŝom

Drill 16b.5 (cont'd)

Yagerde kelase Xišom hæstæn.

moællem

dæbestan

dæbestane ferdowsi

dæbirestane ferdowsi

dæbir

danešga

dabirestan

dæbestan

mohæsel

danešga

dæbirestan

moællem

dæbestan

Yagerd

dæbirestan

danešmuz

dæbestan

(Repeat the above exercise using /išun/ and the corresponding /hæstænd/.)

Drill 16b.6 Complex Substitution

bæraderæn dær dæbirestan dærs mide.

danešga

tædris mikone.

dæbirestan

dærs mixune.

Drill 16b.6 (cont'd)

beradarem dar dabirestan	dars mixune.
dabestan	
	dars mide.
danešga	
	tahsil mikone*
dabirestan	
	dars mixune.
danešga	
	tahsil mikone.
	dars mide.
	tadris mikone.

Drill 16b.7 Forced Substitution (Be sure that the students' responses contain the plural.)

Yoma mesle iranias harf mizanid.

amrikai
tehrani
esfahani
rus
faransavi*

(Repeat the above exercise once using /men/ and once again using /janzid/ as the subject and using the negative.)

Drill 16b.8 Complex Substitution

ma mesle iranias zendegi mikonim.
harf mizanim.
qaza mixorim.
qaza dorost mikonim.

Drill 16b.8 (cont'd)

ma mesle iranî qazî dorost mikonim.

mosaferat mikonim.

inglîsî dars midim.

farsî

harf mizanim.

baladim

inglîsî

yad migirim.

farsî

migim * "inšallah"

"befarmaid"

taarof mikonim.

Drill 16b.9 Simple Substitution (Repeat in the negative.)

man mesle šoma farsî baladam.

almani

inglîsî

torkî

ašpæzi

naqqaqšî

duxtan

šena

basketbal

šetrænj

Drill 16b.10 Simple Substitution

Yoma oand-ta Yagerd darid?

ketab

medad

otaq

berader

xodnevis

mohasel

xahar

pirahen*

damen*

moallem

Drill 16b.11 Complex Substitution

ma do-ta Yagerd darim.

se

car

ketab

dah

ketabe farsi

cel*

bist*

medad

medade qermez

se

noh

mohasel

Drill 16b.11 (cont'd)

ma moh-ta mohasel darim.

panjah*

moallem

dah

danešga

Drill 16b.12 Simple Substitution

ceqad* kaqaz darid/

šekar

polo

kar

ab*

qaza

cai

gušt*

pul*

vaxt*

Drill 16b.13 Simple Substitution

zeyli šagerd daræm.

ketab

kaqaz

kar

polo

šekar

mohasel

Drill 16b.14 Conversation (The teacher gives the cue, student one asks the question, and student two answers as below.)

T. ketab	S ₁ cænd-ta ketab darid?	S ₂ xeyli ketab daram.
Şekar	S ₁ ceqæd Şekar darid?	S ₂ xeyli Şekar daram.
kagz		
mohæsel		
kar		
Şagerd		
polo		
qæza		
pul		

Drill 16b.15 Conversation

1. dær kelasemun cænd-ta Şagerd darim?
2. Şoma cænd-ta moællem darid?
3. dær astin cænd-ta moælleme farsî darim?
4. dær daneşgaye tegzas cænd-ta mohæsele irani darim?
5. dær Dexter House cænd-ta daftær* darim?
6. tu kelasemun cænd-ta doxtær darim?
7. dær kelasemun cænd-ta pesær darim?
8. tu jibetun* cænd-ta medad darid?
9. tu jibetun cænd-ta xodnevis darid?
10. ketabe farsimun cænd-ta sæfe* dare?
11. amrika cænd-ta æyyalet* dare?
12. iran cænd-ta daneşga dare?
13. Şahre vaşington cænd-ta daneşga dare? (10)
14. Şoma cænd-ta jib darid?
15. Şoma dær astin cænd-ta ketab darid?
16. otaqe Şoma cænd-ta ceraq* dare?
17. jemşid cænd-ta bærader dær amrika dare?

SUPPLEMENTARY LESSON 11

1. lotfan guš kcnid.

kelase ma si-ta* šagerd dare.
 kelase šoma bist-ta šagerd dare.
 kelase ma az kelase šoma šuluqtar-e. (or)
 kelase šoma az kelase ma xalvattar-e.

in saxtemun car tabaqast.
 un saxtemun do tabaqast.
 in saxtemun az un saxtemun bolandtar-e. (or)
 un saxtemun az in saxtemun kutatar-e.

2. lotfan tekrar konid.

kelase ma az kelase šoma šuluqtar-e.
 kelase šoma az kelase ma xalvattar-e.
 in saxtemun az un saxtemun bolandtar-e.
 un saxtemun az in saxtemun kutatar-e.
 saate šoma az saate man geruntar-e.
 saate man az saate šoma arzuntar-e.
 darse emruz az darse diruz saxttar-e.
 darse diruz az darse emruz asuntar-e.
 farsie jamšid az farsie tam behtar-e.
 farsie tam az farsie jamšid baxtar-e.
 havaye šomale iran az havaye junub sardtar-e.
 havaye junube iran az havaye šomal garmtar-e.

3. Have the students use comparatives in sentences. Give a pair of statements as cues. Practice this chorally and then individually.

T. kelase ma šuluq-e.
 kelase šoma ziad šuluq nist.

S. kelase ma az kelase šoma
 šuluqtar-e.

kelase šoma xalvat-e.
 kelase ma ziad xalvat nist.

in saxtemun boland-e.
 un saxtemun ziad boland nist.

un saxtemun kutast.
 in saxtemun ziad kuta nist.

saate šoma gerun-e.
 saate ma ziad gerun nist.

saate man arzun-e.
 saate šoma ziad arzun nist.

Supplementary Lesson 11

3. (cont'd)

T. inglisie ahmed bad-e.
inglisie Zale bad nist.

farsie fereydun xub-e.
farsie man ziad xub nist.

darse emruz saxt-e.
darse diruz ziad saxt nist.

darse diruz asun-e.
darse emruz ziad asun nist.

4. lotfan javab bedid. (Affirmative cue.)

T. kelase ma az kelase Šoma suluqtar-e? S. bəle. kelase ma az kelase
Šoma Šuluqtar-e.

kelase Šoma az kelase ma xalvattar-e?

un saxtemun az in saxtemun kutatar-e?

in saxtemun az un saxtemun bolandtar-e?

saate Šoma az saate man geruntar-e?

saate man az saate Šoma arzuntar-e?

darse emruz az darse diruz saxttar-e?

darse diruz az darse emruz asuntar-e?

LESSON 17

dialog a

otobus

bus

miad

he, she, it comes

1. otobus saat cand az tehran miad?

What time does the bus come from Tehran?

qorban

sir

2. sob saat dah miad, qorban.

It comes at ten o'clock in the morning, sir.

dir mikone

he, she, it arrives late

1. xeyli xob. masmulan dir mikone?

Fine. Is it usually late?

montazer

waiting for (adj.)

kasi

someone

2. masmulan dir nemikone. montazere kasi hastid?

It doesn't usually arrive late. Are you waiting for someone?

miand

they come

1. bale. do-se-ta az dustam az tehran miand.

Yes, two or three of my friends are coming from Tehran.

2. dustatun amrikaiand?

Are your friends American?

hamešun

all of them

1. bale. hamešun ham farsi xub baladand.

Yes, and they all speak Persian well.

* * * *

dialog a

1. otobús saat cand az tehrán miad?

2. sob saat dah miad, qorbán.

1. xéyli xóbb. masmulán dir mikone?

2. masmulán dir nemikone. montazére kasi hastid?

1. bale. do-sé-ta az dustam az tehrán miand.

2. dustátun amrikaiand?

1. bale. hamešun ham farsí xub baladand.

Drill 17a.1 Complex Substitution (Review)

dustatun inglisi harf mizanand.

beraderatun

farsi

yad nigirand

rusi

baladand

šagerdatun

inglisi

mixinand

faranse

yad nigirand

ašpaži

dustatun

baladand

šena

dust darand*

qazaye irani

xaharatun

dorost mikonand

qazaye amrikai

mixonand

beraderatun

soohane

masto xiar*

dust darand

Drill 17a.2 Transformation (Using the following sentences as the cue, elicit the corresponding singular sentence as a response.)

1. Şagerdatun inglisi xub hærf mizanænd.
2. bæraderatun koja zendegi mikonænd.
3. dustatun dær dæbirestan dær midænd?
4. moællemaye Şoma kojaiænd?
5. dustatun sæt cænd miænd?
6. xaharatun aşpezi bælænd.
7. Şagerdatun faranse yad migirænd?
8. dustatun qazaye irani dorost mikonænd?
9. bæraderatun dær Şiraz kar mikonænd?

Drill 17a.3 Transformation (Elicit a plural response to the singular sentence.)

1. bæraderetun koja zendegi mikone?
2. dustetun qazaye irani mixore?
3. Şagerdam Şena dust dare.
4. xahare jamşid Şagerde dæbestan-e.
5. dustam farsi xeyli xub bælæd-e.
6. bæraderam qazaye hendi* dust dare.
7. Şagerdam rusi yad nemigire.
8. xaharam hæmişe sobhane mixore.

Drill 17a.4 Simple Substitution

do-ta æz ketabam ru miæ-e.

medadam

kaqazan

xodævisam

Drill 17a.5 Simple Substitution

do-ta az dustam tu otaqand.

Yagerdam

dustatun

Yagerdatun

moellema

iranias

moellematun

Yagerdaye irani

moellemaye amrikai

dustaye irani

Drill 17a.6 Forced Substitution

do-ta az Yagerdatun tu otaqand.

ketabatun

medadatun

moellema

iranias

Yagerdaye irani

kaqazatun

dustaye amrikaitun

xodnevisam

dustaye iranitun

moellemaye amrikaitun

ketabaye farsitun

ketabaye amrikaitun

moellema

Drill 17a.6 (cont'd)

do-ta az moallema tu otaqand.

medadaye germezetun

medadaye germezemun

moellemaye iranimum

ketabaye farsimum

ketabaye amrikaimun

dustaye amrikaimun

Yagerdaye iranimum

Drill 17a.7 Simple Substitution

hameYun farsi xub beledand.

inglisi

aşpezi

Yena

faranse

Yetranj

Drill 17a.8 Simple Substitution (Repeat this drill using /hameYun/.)

hamestun* farsi xub beledid.

herf mizanid.

midunid

talafoz mikonid*

dars midid

yad migirid

minevisid

Drill 17a.9 Simple Substitution (Repeat in the negative.)

montazere Yoma hastam.

beardastam

Drill 17a.9 (cont'd)

montazere baradaram hastam.

mocallamen

dustam

pedero maderam

vazire farhang*

ketabam

Yagerdam

modire madrese*

Drill 17a.10 Review the following exercises: 12a.3, 12a.5, 14a.3 and 14a.8.

LESSON 17

dialog b

- | | |
|---|--|
| miaid | you come |
| xodetun | yourself |
| 1. xodetun saat dah miaid inja? | Are you coming here at ten your-
self? |
| ye kaani | a little |
| 2. man ye kaani dir miam. | I'm coming a little late. |
| be | to |
| migam | I tell, say, am saying,
will tell, say |
| ke | that |
| 1. pas man be dustatun migam ke
dir miaid. | Then I'll tell your friends that
you're coming late. |
| motšakeram | thank you |
| 2. xeyli xob. motšakeram, aqa. | Fine. Thank you, sir. |
| xaeš mikonam | you're welcome |
| befarmaid | you're welcome (This
phrase in this case is
the equivalent of "Any
time, sir.") |
| 1. xaeš mikonam, qorban, befarmaid. | You're welcome, sir, you're welcome. |

* * *

dialog b

1. xodetun saat dah miaid inja?
2. man ye kaani dir miam.
1. pas man be dustatun migam ke dir miaid.
2. xeyli xob. motšakeram, aqa.
1. xaeš mikonam, qorban, befarmaid.

Drill 17b.1 Forced Substitution (Be sure the verb changes.)

xodetun mirid unja

xodeš*

xodam*

xodemun*

xodešun*

Drill 17b.2 Conversation

T. xodetun farsi dars midid?

S. bale. xodam dars midam.

janson. xodeš qaza dorost mikone?

bale. xodeš qaza dorost mikone.

pedaro madaretun xodešun mirand iran?

bale. xodešun mirand iran.

Yomavo baraderetun xodetun inglisi yad migirid?

man xodam iraniam?

jamšid xodeš dar amrika dars mikone?

xodetun celow kabab dorost mikonid?

Drill 17b.3 Complex Substitution

man be dustatun migam ke dir . miaid.

zud*

mir-

sarevaxt*

ye saat dir

do

haft

now

dah

Drill 17b.4 Transformation (The cue sentence should be combined with /*mæn* be dustatun *migæn* ke.../ by the students.)

T. qaza dorost mikonid. S. *mæn* be dustatun *migæn* ke qaza dorost mikonid.
 farsî bælædid.
 emruz dir mikonid.
 emruz kar darid.
 emruz narahætîd.
 emruz xeylî xæsteid.
 bæed æz zor dærs midid.
 emšæb dæævæt darid.
 emšæb mirid sinema.

Drill 17b.5 Conversation (The teacher gives cue. Student one makes the corresponding statement and student two combines this with the /ke/ clause.)

T. narahæt S₁ emruz narahætam. S₂ *mæn* be dustatun *migæn* ke emruz
 xæste
 mæšqul
 bikar
mæn emruz pul nædaram
 kar
 kelas
 (aff)
 emšæb
 kar
 dæævæt

Drill 17b.6 Review Drills 7b.3, 9a.3, 14b.2 (in the negative) and any other drill that practices a problem that your class may be having.)

Drill 17b.7 Comprehension

jan hamilton amrikai-e. dar ŷahre yazd zendegi mikone. yazd ye ŷahre irani-e va* ye sal-e ke jan unja kar mikone. dar do-ta az dabirestanā inglisi tadrīs mikone. soba dar dabirestane ferdowsi dars midevo, baad az zora kelasāš dar dabirestane ŷalast. dar dabirestane ferdowsi kelase panjom dars mide. ŷagerdaš inglisi xub baladand vali bištar neveštan baladand. ye sal-e ke ba jan inglisi mixunand. jan ba ŷagerdaš hamiše inglisi hārf mizanevo hala inglisi xub mifahmendo kamī hārf mizanand. al-batte jan farsi xeyli xub balad-e va baraye in, ŷagerdaš hamiše baš farsi hārf mizanand ya be farsi soal nikonand.

dar dabirestane zale kelase sevvom dars mide. jan unja hamiše farsi hārf mizane. ŷagerdaš inglisi 'n baladando modire madrese ham inglisi nemidune. iŷun faranse xub hārf mizanand vali jan faranse balad nist.

emruz ŷambast, ruze avvale hafte. jan saate ŷid bidar miše* vali boland nemiše.* xeyli xastast. ŷiŷo nim* boland miševo hammam mikone.* baad lebas mipuše.* saet haft sobhane mixore. baraye sobhanaš hamiše nuno panir* mixore. saet hafto bist dayqe* mire madrese. dabirestane ferdowsi az xunaš dur nist va hamiše piade* mire. dah dayqe tul mikiše.*

SUPPLEMENTARY LESSON 12

1. Substitution Practice

kelase ma az kelase Šoma Šuluqtar-e.

	xalvat	
	bozorg	
	kucik	
	xub	
dars	asun	
	saxt	
	(neg)	
	bad	

2. Substitution Practice

xuneye ma az xuneye Šoma bozorgtar-e.

kucik	
arzun	
boland	
gerun	
keta	
næzdik	
xub	
dur	
Šuluq	
(neg)	
xalvat	
ziba	

3. lotfan javab bedid. (Negative cue.)

T. Šoma az baradaretun bozorgtarid? S. naheyr, men az baradaram bozorgtar nistam.

danešgaye tehran az danešgaye tegzas bozorgtar-e?
 havaye inja az havaye mišigan germtar-e?
 xuneye Šoma az xuneye ma bolandtar-e?
 saate men az saate Šoma geruntar-e?
 havaye Šomal az havaye junub germtar-e?
 farsi az inglisi asuntar-e?
 dars diruz az dars emruz saxtar-e?
 inglisie men az inglisie Šoma behtar-e?
 vašangton az nyo york Šuluqtar-e?
 restorane danešga az in restoran xalvattar-e?

Supplementary Lesson 12

4. lotfan javab bedid. (Free Conversation)

T. xelvat
xuluq

S₁ kelase ma az kelase xoma xelvattar-e?

S₂ bale. kelase xoma az kelase ma xelvattar-e. (or)
naxeyr. kelase ma az kelase xoma xuluq-e.

arzun
gerun

bæd
xub

kuta
bolænd

asun
saxt

kucik
bozorg

nezdik
dur

LESSON 18

dialog a

gorosnatun-e

you are hungry

1. aqaye jorj, gorosnatun-e?

George, are you hungry.

gorosnam-e

I'm hungry

gorosnam nist

I'm not hungry

hala

2. naxeyr, aqa. hala gorosnam nist. No, I'm not hungry now.

qaza mixor-

eat (in general)

1. masmulan saat cand qaza mixorid? What time do you usually eat?

2. masmulan saat haft qaza mixoram. I usually eat at seven.

befarmaid

please (come)

1. pas emsab saat six befarmaid manzele ma.

Then please come over to our house tonight at six.

2. xeyli motšakeram, aqa. lotf darid.

Thank you very much.

1. xaeš mikonam.

You're welcome.

* * * *

dialog a

1. aqaye jorj, gorosnatun-e?

2. naxeyr, aqa. hala gorosnam nist.

1. masmulan saat cand qaza mixorid?

2. masmulan saat haft qaza mixoram.

1. pas emsab saat six befarmaid manzele ma.

2. xeyli motšakeram, aqa. lotf darid.

1. xaeš mikonam.

Drill 18a.1 Imitation

gorosnatun-e?

bale. gorosnam-e.

gorosnatun-e?

naxeyr. gorosnam nist.

gorosnaš-e?

bale. gorosnaš-e.

gorosnaš-e?

naxeyr. gorosnaš nist.

jamšid gorosnaš-e?

bale. jamšid gorosnaš-e.

naxeyr. jamšid gorosnaš nist.

Drill 18a.2 Complex Substitution

gorosnam-e.

(question)

(šoma)

(statement)

jamšid

(neg)

(nam)

(aff)

fereydun

(question)

Drill 18a.3 Imitation

tešnatun-e?*

tešnam-e.

Drill 18a.3 (cont'd)

sardetun-e?*

sardam-e.

garinetun-e?*

garinam-e.

cand sal-tun-e?*

bist salam-e.

Drill 18a.4 Complex Substitution

nen hala gcoranm-e.

Yoma

(question)

tešne

janšid

(statement)

garin

(neg)

širin

gorosne

(aff)

cand sal

Yoma

nen

garin

(neg)

Yoma

(question)

Drill 18a.5 Simple Substitution

ma'mulan saat cand qazax mixorid?

šam

nahar

sobhane

mixabid*

boland mišid.*

mirid sare kelas.

mirid danešga.

mišid inja.

mirid Dexter House

dars mixunid.

nahar mixorid.

mixabid.

šam mixorid.

Drill 18a.6 Repeat Drill 18a.6 as questions to be answered by the student. The answer should be on the hour and not exact.)

Drill 18a.7 Complex Substitution

ma emšab qazaye irani mixorim. šomam bešarmaid.

amrikai

dorost mikonim.

šam

irani

qazax

mirim sinema

restorane lalezar

xuneye baradaran

Drill 18a.8 Conversation (Drill 18a.7 should be repeated in the following manner. The teacher gives the short cue. Student one says the whole sentence and student two answers with the sentence /motšakeram, aqa. lotf darid./ Student one completes the conversation with /xaeš mikonam./)

T. qazaye irani

S₁ ma emšeb qazaye irani mixorim. Šomam befermaid.

S₂ motšakeram, aqa. xeyli lotf darid.

S₁ xaeš mikonam.

(Continue in this manner using the cues in Drill 18a.7.)

Drill 18a.9 Conversation

1. Šoma məmmulan saat cənd bidar mišid?*
- məmmulan saat cənd mixabid?*
2. saat cənd sobhane mixorid?
- koja?
3. Šoma kəba kelase farsī darid?
- ceqəd tül mikiše?*
4. kəba kelase farsī darid?
- saat cənd?
5. koja nəhar mixorid?
- Šoma emšeb dəsvət darid?
6. kelase farsitun ceqəd tül mikiše?
- saat cənd Šam mixorid?
7. Šambeha saat cənd mixabid?
- yekšambeha saat cənd bolənd mišid?*
8. yekšambeha saat cənd sohane mixorid?
- yekšambeha Šam koja mixorid?

LESSON 18

dialog b

xošetun miad

you like

1. az qazaye irani xošetun miad?

Do you like Persian food?

2. bāle. xeyli xošam miad.

Yes, I like it very much.

1. az kodum bištār xošetun miad?

Which kind do you like most?

fesenjun

(explain)

dust daram

I like

2. fesenjun xeyli dust daram.

I like "fesenjun" a lot.

1. pas emšab baraye šoma fesenjun dorost mikonim.

Then we will fix "fesenjun" for you tonight.

2. bāh-bāh! ce xub!

(untranslatable exclamation of enthusiasm)

1. xaeš mikonam. tašrif biarid.

formal expression

* * * *

dialog b

1. az qazāye irani xōšestun miad?

2. bāle. xēyli xōšam miad.

1. az kodum bištār xōšetun miad?

2. fesenjūn xēyli dūst dāram.

1. pas emšab barāye šomā fesenjūn dorost mikonim.

2. bāh-bāh! cē xūb!

1. xaeš mikonam. tašrif biarid.

Drill 18b.1 Simple Substitution

az qazaye irani xošetun miad?

musiqie* irani

xoreše bademjun

filmaye amrikai

pirahame jamšid

Xahre ma

Drill 18b.2 Imitation

xošetun miad?

xošetun nemiad?

xabetun miad?*

badam miad.*

xabam miad.

xabam nemiad.

badam nemiad.

xeyli xošam miad.

xeyli xošeš miad.

xeyli xabeš miad.

xeyli badeš miad.

jamšid xošeš miad.

fereydun xošeš nemiad.

az qazaye irani xeyli xošeš miad.

Drill 18b.3 Expansion

xošeš miad.

xeyli xošeš miad.

az musiqi xeyli xošeš miad.

az musiqiye irani xeyli xošeš miad.

az musiqio qazaye irani xeyli xošeš miad.

jamšid az musiqio qazaye irani xeyli xošeš miad.

jamšido jorj az musiqio qazaye irani xeyli xošešun miad.

məno jamšido jorj az musiqio qazaye irani xeyli xošemun miad.

Drill 18b.4 Complex Substitution

jamšid az qazaye amrikai xošeš miad.

(neg)

musiqi

fereydun

rəxs*

bəd

(aff)

mən

qəza

xoš

məno jamšid

irani

(neg)

bəd

šoma

(aff)

Drill 18b.5 Comprehension

mohammad firuzi ye pesare irani-e. mohammad bist saleš-e. dar šahre kerman zendegi mikonevo unja tahsil mikone. mohammad mohasele sale šisome debirestane šahpur-e. dar hafte* se ruz kelase inglisi dare - yekšambeha, dušambeha, panjšanbeha. mohammad ye duste amrikai dare. dusteš dar kerman nist. dusteš dar amrika zendegi mikone va beraye mohammad name minevise. beraye in, mohammad mokaleme belad nist vali be inglisi qešang* minevise. esme dusteš "Paul"-e. Paul ham farsi yad migire vali hanuz keyli kam belad-e. Paul moelleme farsi nadare va az mohammad yad migire. beraye in, talefozeš xub nist. ye mohasele irani dar šahre Paul zendegi mikone va Paul hamiše ba un mohasel harf mizane. vali un mohasel keyli kar dare va ziad*be Paul komak* nemikone. Paul mohasele sale dovome daxešgast.

mohammad se zabane belad-e. farsio kordio inglisi. farsi keyli xub harf mizanevo xundano neveštan ham belad-e. be kordi faqat harf-zadan belad-e va be inglisi faqat neveštan belad-e. mohammad dar kerman zendegi mikone vali kermani nist. pedareš hamadani-e. dar hamadan farsavo* kordavo torka zendegi mikonand. re mohammad ham kord-e. madareš farsio torki ham belad-e va vali ba mohammad hamiše kordi harf mizane. pedareš beraye vezarate farhang* kar mikone va do sal-e ke dar kerman zendegi mikone.

- | | |
|--------------------------------------|--------------------------------------|
| 1. mohammad irani-e? | 13. Paul cekar mikone? |
| 2. esme famileš ci-e? | 14. Paul farsi midune? |
| 3. koja zendegi mikone? | 15. talefoz farsiš cetor-e? |
| 4. dar kerman cekar mikone? | 16. mohammad cand-ta zabane midune? |
| 5. dar kodum medrese tahsil mikone? | 17. koduma? |
| 6. dar kodum kelas-e? | 18. mohammad kermani-e? |
| 7. inglisi belad-e? | 19. kojai-e? |
| 8. duste amrikai dare? | 20. kordiš cetor-e? |
| 9. dusteš kojast? | 21. madareš kojai-e? |
| 10. esme dusteš ci-e? | 22. pedareš kojai-e? |
| 11. beraye mohammad name minevise? | 23. esme pedareš ci-e? (nemidunam) |
| 12. be inglisi ya be farsi minevise? | 24. pedareš dar kerman cekar mikone? |

Drill 18b.6 Conversation

1. az qazaye irani xošetun miad?
2. az cai sard xošetun miad?
3. az cai garm xošetun miad?
4. az filmaye Zapuni xošetun miad?
5. az romanaye* rusi xošetun miad?
6. az majalleaye "Life" xošetun miad?
7. az musiqiye irani xošetun miad?
8. az celow khabab xošetun miad?
9. az havaye tegras xošetun miad?

Drill 18b.7 Conversation (Repeat the above questions as cues in the following format.)

T. (to S₁) az qazaye irani xošetun miad?

S₁ bale. az qazaye irani xošem miad. (or) nakeyr. az qazaye irani xošem nemiad.

T. (to S₂) az qazaye irani xošeš miad? (referring to S₁'s answer)

S₂ bale. az qazaye irani xošeš miad. (or) nakeyr. az qazaye irani xošeš nemiad.

SUPPLEMENTARY LESSON 13

1. lotfæn guš konid.

men guš mikonæm.
 men tekrar mikonæm.
 men soal mikonæm.

lotfæn guš konid.
 lotfæn tekrar konid.
 lotfæn soal konid.

2. tekrar konid.

lotfæn guš konid.
 lotfæn tekrar konid.
 lotfæn soal konid.
 lotfæn nêga konid.
 lotfæn javab bedid.
 lotfæn dars bedid.
 lotfæn dæst bedid.
 lotfæn farsî bexunîd.
 lotfæn farsî benevisîd.
 lotfæn farsî hærf bezanîd.

3. Have the students change the following statements into the request form.

T. men guš mikonæm.

S. lotfæn guš konid.

men tekrar mikonæm.
 men soal mikonæm.
 men javab midæm.
 men dars midæm.
 men nega mikonæm.
 men dæst midæm.
 men farsî mixunæm.
 men farsî minevisæm.
 men farsî hærf mizanæm.

4. Have each student make two sentences, one statement and one request. Give the following cues.

T. guš kærden S. men guš mikonæm. lotfæn guš konid.

tekrar kærden
 soal kærden
 nega kærden
 dars dæden
 dæst dæden
 xunden
 neveštæn
 hærf zæden

Supplementary Lesson 12

5. Transformation Practice

man farsi harf mizanam.

Cues: ma

inglisio farsi

farsi

harf bezanid

mixunim

bexunid

inglisi

dars midam

dars bedid

yad begirid

LESSON 19

dialog a

naxše

1. in naxšeye tehran-e?
2. naxeyr. naxšeye iran-e.

paytaxt

1. paytaxte iran kodum šahr-e?
2. paytaxte iran tehran-e.

map

Is this a map of Tehran?

No, it's a map of Iran.

capital

What's the capital of Iran?

The capital of Iran is Tehran.

* * * *

dialog a

1. in naxšeye tehrān-e?
2. naxeyr. naxšeye iran-e.
1. paytaxte irān kodum šahr-e?
2. paytaxte irān tehrān-e.

Drill 19a.1 Conversation

1. esfahan kojast/ esfahan bozorg-e?
2. širaz kojast/ širaz nazdike mešhad-e?
3. tabriz kojast/ dar kordestan-e?
4. mešhad kojast/ mešhad paytaxte iran-e?
5. ahvaz kojast/ kucik-e?
6. rezaye kojast/ rezaye az tabriz dur-e?
7. rašt kojast/ nazdike deryast?
8. kerman kojast/ qatar mire kerman?
9. tehran kojast/ tehran paytaxte iran-e?
10. esfahan kojast/ qašang-e?
11. afqanestan kojast/ afqanestan nazdik-e?
12. araq kojast/ dar araq farsi harrf miznand?
13. torkiye kojast/ torkiye bozorg-e?
14. rusiye(šowravı) kojast/ rusiye kucik-e?

Drill 19a.2 (Prepare a talk about Iran using the map as an aid. Say as much as you think your students can understand, trying not to introduce so much vocabulary that they cannot understand. Avoid translation as much as possible, using simple definitions in Persian, gestures or pictures to get your meaning across. Bring in the sentence types and vocabulary concerning the weather found in Lesson 11a and 11b. Ask questions to check on the students questions. No new grammar constructions should be used in your talk. For this reason, this talk must be thought out ahead of time.)

Drill 19a.3 Review Drills 16a.11, 16b.3, 16b.4, 16b.12, 17a.3, and 17a.6. Be sure that the students' responses are automatic.

Drill 19b.1 (Review Drills 8a.2 and 8a.3 using the map as an aid.)

Drill 19b.2 Imitation (Point to corresponding areas on the map.)

iranian inja zendegi mikonand.

tebrizia

korda

esfahanian

yazdia

rusa

Drill 19b.3 Forced Substitution (Explain that the teacher will supply only the place name, the student should respond with a sentence containing a plural noun of nationality.)

T. tehran

S. tehranian unja zendegi mikonand.

(The students should be warned that they will not be familiar with some of the place names but they should be able to derive the correct forms from them using the same pattern.)

T. iran (Point to the map at the same time you give the verbal cue.)

tebriz

azarbayjan

kordestan

erabestan

esfahan

lorestan

tehran

širaz

yazd

afqanestan

Drill 19b.3 (cont'd)

T. torkie
 rusie
 bəlucestan
 amrika
 hend
 kordestan
 cin
 iran

Drill 19b.4 Conversation

1. Širaz dar Šomale iran-e?
2. tehran dar junube iran-e?
3. mešhad dar mešrege* iran-e?
4. rašt dar Šomale iran-e?
5. ahvaz dar junube iran-e?
6. tebriz dar junube iran-e?
7. kermanšah dar megrebe iran-e?
8. hamadan dar megrebe iran-e?
9. hamadan nazdike kermanšast?
10. mazenderan kojaye iran-e?
11. abadan kojaye iran-e?
12. xorasan dar mešrege iran-e?
13. rezaye dar markaze iran-e?
14. mešhad dar junube iran-e?
15. abadan dar junube iran-e?
16. yazd dar markaze iran-e?

SUPPLEMENTARY LESSON 14

1. lotfan guš konid.

man miram paye taxtesia.

lotfan berid paye taxtesia.

man ye jomle minevisam.

lotfan ye jomle benevisid.

man mišinam.

lotfan bešinid.

2. Have the students repeat the above sentences after you chorally.
3. Give the statements as cues and have the students respond with the requests. Continue for all the above statements.
- T. man miram paye taxtesia. S. lotfan berid paye taxtesia.
4. Give the requests as cues. The students respond with the statements. Continue as above.
- T. lotfan berid paye taxtesia. S. man miram paye taxtesia.
5. Combine the three simple sentences into one compound sentence. Have the students repeat both forms (statement and request) after you.
- a. man miram paye taxtesia, ye jomle minevisamo mišinam.
- b. lotfan berid paye taxtesia, ye jomle benevisido bešinid.
6. lotfan guš konid.

man miam inja.

lotfan biayd inja.

man ruye sandali mišinam.

lotfan ruye sandali bešinid.

man be naxšeye iran nega mikonam. lotfan be naxšeye iran nega konid.

7. Have the students repeat the sentences after you. Then have them change statements to requests and vice versa.

Combine the three simple sentences into one compound sentence. Have the students repeat both forms (statement and request) after you several times. e.g.,

a. man miam inja, ruye sandali mišinamo be naxšeye iran nega mikonam.

b. lotfan biayd inja, ruye sandali bešinido be naxšeye iran nega konid.

Supplementary Lesson 14

8. Pattern Practice

men emšeb miram sinema.

Cues: ma

jamšid

kelase farsi

šoma

berid

ketabxune

biayd

xuneye ma

restoran

berid

miram

park

miam

biayd

konsert

LESSON 20

Review

Drill 20.1 Conversation

1. paytaxte iran kodum Źahr-e/
tehran az inja dur-e?
az inja ta* tehran ba hāvapeyma ceqad tul mikesē?*
2. hāvaye tehran cetor-e/
hāvaye tehran mesle hāvaye astin-e?
hāvaye astin mærtub-e?
3. az hāvaye astin xošetun miad?
Źoma kojai hæstid?
hāvaye Źahretun cetor-e?
4. paytaxte amrika kodum Źahr-e?
az inja dur-e?
hāvaye vaŹangton cetor-e?
5. Źahre abadan kojast/
az ahvaz dur-e?
abadan bozorg-e?
6. raŹt kojast?
tu mazanderan-e?
az mazanderan dur-e?
7. hāvaye raŹt cetor-e/
az hāvaye mærtub xošetun miad?
hāvaye astin mærtub-e?
8. dær kelasemun cænd-ta Źagerd darim?
dær hæfte cænd ruz dærs mixunim?
dær ruz cænd sæt mixunim?
9. Źoma Źaba farsî tæmrin mikonid?*
- Źoma farsî xub mifahmid?
farsî mesle æræbi-e?
10. Źomarey* otaqetun cænd-e/
otaqetun særd-e?
bozorg-e?
11. kæiŹe Źoma siast?
muye* sæid siast?
dæftære farsitun sæbz-e?

Drill 20.1 (cont'd)

12. daftare* TEFL kojast/
mesle daftare zabane farsî-e?
daftare zabane farsî tamiz-e?
13. xoreşe bademjun xoşetun miad?
šoma raxs baladid?
raxse irani yad migirid?
14. hævaye tabriz mesle hævaye kojast/
tabriz az šowrawi dur-e?
tabriz kucik-e?
15. hamedan kojast/
der hamedan kordi herf mizanand?
kordi mesle farsî-e?
16. iranîa beraye sobhane ci mixorand?
šoma sobhaneye amrikai mixorid?
az qezaye irani xoşetun miad?
17. torki koja herf mizanand/
šoma torki midunid?
"yaxci" yemani ci?
18. šoma farsî xub baladid?
neveštan yad migirid?
farsî moşgel*-e?
19. soba saat cand bidar mišid?*
- soba varzeš mikonid?*
- az varzeš xoşetun miad?
20. šoma duste irani darid?
ba dustetun farsî herf mizanid?
dustetun der amrika dars mixune?
21. mader bozorgetun qezaye irani dorost mikone?
peder bozorgetun qezaye irani dust dare?*
- esne mader bozorgetun fereštast?
22. der astin barun miad?
ba otobus mirid sare kelase farsî?
kelasaye farsî az Dexter House dur-e?
23. abadan kojast/
abadan naft* dare?
hævaye abadan cetor-e?

Drill 20.1 (cont'd)

24. Šoma emruz narahatid?
saretun dard mikone?
gorosnatun-e?
25. Šoma irani hastid?
farsi mifahmid?
kojai hastid?
26. esme familetun ci-e?
be farsi cetor talafoz mikonid?
esmaye irani mošgel-e?
27. Šeba inglisi dars midid?
kelasetun az inja dur-e?
masmulan sare vaqt* miresid?*
28. Šoma piade mirid sarekelase farsi?
ceqad tul mikeše?
xasteid?
29. Šeba saat cand kelase farsi darid?
emšeb ki dars mide?
kelase farsi baad az Šam-e?
30. iranla saat cand nehar mixorand?
az amrikaia bištar mixorand ya kamtar?
Šoma az polow xošetun miad?
31. yekšambeha koja mirid?
esterahet mikonid?
Šena mikonid?

Grammar1. Noun Plurals

The plural is formally expressed only when there is no other determiner of plurality. Determiners of plurality include numbers and adverbs of quantity.

omd-ta Yagerd darid?

xeyli Yagerd darwm.

dah-ta Yagerd darwm.

When there is no other plural indicator in the sentence, the noun may be made plural by the addition of the plural morpheme /-ā/. The plural morpheme is always stressed.

2. Number Concord

When a plural noun is the subject of a sentence in Persian, specific rules of concord must be observed. An inanimate plural subject will require a singular verb inflection while an animate plural subject will occur with a plural verb inflection. This rule of concord is true only of the third person. For example,

un ketaba male Yomast?

dustatun amrikaiand?

Other uses of the third person plural verb:

- a. Speaking of a third person who is present.

in aqa amrikaiand?

išun farsī baladand?

- b. Speaking of an important third person who is not present.

vazire farhang emruz miand inja.

- c. Speaking of a third person not present who is related to the person you are speaking to. His family members are referred to in the third person plural out of politeness even if they are not present.

pedaretun koja kar mikonand?

The plural used with singular nouns to indicate politeness holds true not only for verb morphology but other morphology as well.

išun farsī xub baladand. in aqa amrikaiand. esmešun han esmit-e.

3. Counters

There is a difference in Persian (as there is in English) between countable and non-countable nouns. This difference is shown by occurrence with different adverbs of quantity. For example,

chand-ta ketab darid/

ceqad šeker darid/

A counter (in this case /-ta/) must be suffixed to the number or adverb you are using as a modifier of the noun. /chand/ means 'how many' but when used with a countable object it must take the counter /ta/. The numbers /yek/, /do/, etc. are used alone only when enumerating or counting. When used to modify countable nouns, however, they occur in the form /do-ta/, /se-ta/, /car-ta/, etc. This counter is retained when referring to a countable noun not mentioned.

šoma chand-ta ketab darid/

dah-ta.

The counter used with the number one (/ye/ or /yek/) is /-dune/.

chand-ta medad darid/

ye-dune.

The counters - are not used with units of time such as ruz, saet, hafte, mah, sal, etc.

ye saet

do saet

se ruz

car hafte

penj mah

šiš sal

4. Compound Verbs

Certain Persian verbs occur in the compound state when there is no direct object expressed. When the direct object is indicated, it takes the place of the noun component. Examples of this type of verbs that you have seen are /mixoram/ and /mixunam/. Both of these verbs generally occur with a noun component even when the meaning is general in nature, and no direct object is intended.

Examples of this type of compound verb are:

- a. /nehar mixorəm/ "I eat lunch"
- /šam mixorəm/ "I eat supper"
- /nun mixorəm/ "I eat bread"
- /qezə mixorəm/ "I eat"
- b. /farsi mixunəm/ "I study Persian"
- /šimi mixunəm/ "I study chemistry"
- /dərs mixunəm/ "I study"
- c. /sorude melli mixunəm/ "I am singing the national anthem"
- /avaz mixunəm/ "I am singing"

Note that the verb /mixunəm/ means either "I read; study, sing" depending on the noun component. It is for this reason that compound verb forms must always be considered in their entirety.

SUPPLEMENTARY LESSON 15

1. guš konid.

lotfan tekarar konid.
 lotfan soal konid.
 lotfan javab bedid.
 lotfan kar konid.
 lotfan dars bedid.
 lotfan dast bedid.
 lotfan farsi bexunid.
 lotfan farsi harf bezanid.

lotfan tekarar nakonid.
 lotfan soal nakonid.
 lotfan javab nadid.
 lotfan kar nakonid.
 lotfan dars nadid.
 lotfan dast nadid.
 lotfan farsi nexunid.
 lotfan farsi harf nezanid.

2. Have the students change the requests above to the negative. e.g.,

T. lotfan inglisi harf bezanid. S. lotfan inglisi harf nezanid.

3. Have individual students make affirmative and negative request forms. Give infinitives as cues. e.g.,

T. dars dadan. S. lotfan dars bedid. lotfan dars nadid.

tekarar kardan
 soal kardan
 nega kardan
 kar kardan
 dars dadan
 dast dadan
 neveštan
 xundan
 harf zadan
 raftan
 nešastan
 amadan

4. lotfan tekarar konid.

lotfan farsi harf bezanid, vali inglisi harf nezanid.
 lotfan ruye sandali bešinid, vali ruye miz nešinid.
 lotfan ketabxune berid, vali sinema narid.
 lotfan farsi benevisid, vali inglisi nanevisid.
 lotfan soal konid, vali harf nezanid.
 lotfan guš konid, vali javab nadid.

5. Have individual students make sentences similar to those practiced above. Give two cues at a time. e.g.,

T. soal kardan, harf zadan S. lotfan soal konid, vali harf nezanid.
 tekarar kardan, soal kardan
 neveštan, harf zadan
 xundan, soal kardan
 kar kardan, esterahat kardan
 salam kardan, dast dadan

LESSON 21

dialog a

nežad

family name

mišenas-

know, be acquainted with

1. aqaye nežado mišenasid?

Do you know Mr. Nezađ?

migid

you mean

2. jamšide nežado migid?

Do you mean Jamshid Nezađ?

1. naxeyr. beradarešo migam.

No, I mean his brother.

2. men faqat jamšide nezađo mišenasam.

I only know Jamshid Nezađ.

* * * *

dialog a

1. aqaye nežado mišenasid?

2. jamšide nežado migid?

1. naxeyr. beradarešo migam.

2. men faqat jamšide nežado mišenasam.

Drill 21a.1 Simple Substitution

aqaye nežado mišenasiđ?

sadeq

burbur

ohanian

aryan nežad

kazemian

fiuzat

Drill 21a.2 Simple Substitution (Repeat in the negative.)

man baraderetuno mišenasam.

pedar

mader

xahar

dust

moellem

dabir

ostad

Drill 21a.3 (Repeat Drill 21a.2 using the model sentence /šona baraderešo mišenasiđ?/)

Drill 21a.4 Multiple Substitution

man jamšide nežado mišenasam.

perviz aryan nežad

qasem sadeq

sasan burbur

vigen ohanian

Drill 21a.5 Cued Conversation

T. nešad : S₁ Šoma aqaye nešado mišenasi? S₂ jamšide nešado migid?

aryan-nešad

sadeq

burbur

ohanian

Drill 21a.6 Cued Conversation (Repeat the cues from Drill 21a.5 using the following model sentences.)

T. nešad

S₁ Šoma aqaye nešado mišenasi?

S₂ jamšide nešado migid?

S₁ nexeyr, beraderesho migam.

Drill 21a.7 Simple Substitution

man bešad az zor aqaye nešado mibinam.*

burbur

sadeq

seid

hoseyn

perviz

ohanian

beraderetun

pedar

mader

moellem ..

dabir

dust

Drill 21a.7 (cont'd)

man bawd az zor dustetuno mibinam.

ostad

xahar

Drill 21a.8 Complex Substitution

bawd az zor baraderamo mibinid?

pedar

zader

(-eš)

dust

baradar

moallam

(-etun)

pedar

dust

dabir

(-ešun)

pedar

ostad

xahar

(-emun)

ostad

moallam

dust

Drill 21a.9 Simple Substitution

men beradere jamšido mišenasem.

fereydun

perviz

hoseyn

amid

sohrab

qasem

Drill 21a.10 Cued Conversation

T. daftar S_1 un daftaro mibinid? S_2 bale. S_1 male ki-e? S_2 nemidunam.

ketab

medad

kaqez

xodnevis

pirahan

mašin

naevan*

Drill 21a.11 Simple Substitution

ma aqaye nešado mibinim.

dəbirestane alborz

danešgaye tehran

xanume kazemian

dəbestane pars*

danešgaye širaz

aqaye fiuzat

Drill 21a.11 (cont'd)

ma aqaye fiuzato mibinim.

bimarestan*

jamšid

sinemaye empayr

xiabane taxte jamšid

xuneye fereydun

ketabe mahmud

dabirestane mehr*

mašine men

jamšido baradereš

ketabaye sa'id

medresamun

ketabsan

medadsem

daftaram

mocallemetun

mocallmemun

mocallemešun

mocallemeš

mocallemaš

ketabaš

baradaraš

baradaram

baradaramun

Drill 2la.12 Simple Substitution

men un ketabo mixam.*

medad

daftær

mašin

livan

fenjun

gæc

johær*

ketabe qermez

daftære kucik

mašine xarab

livane kucik

fenjune sefid

gæce zærd

johære sæbz

Drill 2la.13 Forced Substitution (Review) (Give one cue at a time, producing as many combinations as possible.)

men	mibinam.	
šoma	hærf mizæn-	(neg)
ma	dærs mid-	(aff)
išun	kar mikon-	
alio jæmšid	midun-	
men	mixun-	
u	yad migir-	
bæradærsæm	mir-	
	esterahæt mikon-	
	dæævæt dar-	
	qæza mixor-	
	dar-	
	dir mikon-	
	mia-	
	mixa-	
	mišenas-	

Drill 21a.14 Expansion

- a. un ketab male men-e.
 un ketabe bozorg male men-e.
 un ketabe bozorgo germez male men-e.
- b. un medad ru miz-e.
 un medade kucik ru miz-e.
 un medade kuciko sabz ru miz-e.
- c. un ketab mošgel-e.
 un ketab koloft* mošgel-e.
 un ketabe kolofto sia mošgel-e.
- d. un kaqez male ki-e/
 un kaqeze sefid male ki-e/
 un kaqeze sefido kohne* male ki-e/

Drill 21a.15 Expansion

- a. un medado mixam.
 un medade kuciko mixam.
 un medade kuciko germezo mixam.
- b. un ketabo mibinid?
 un ketabe kolofto mibinid?
 un ketabe kolofto sabzo mibinid?
- c. un mašino nemixam.
 un mašine kasifo* nemixam.
 un mašine kasifo xarabo nemixam.

LESSON 21

dialog b

1. esme baraderešo midunid?

Do you know his brother's name?

2. naxeyr. esmeš ci-e/

No. What's his name?

behruz

first name

farda

tomorrow

beš

to him

bešun

to him (polite), to them

moarefi mikon-

introduce

1. esmeš behruz-e.farda šomaro bešun
moarefi mikonam.His name is Behruz. I'll introduce
you to him tomorrow.2. xeyli xob. pas farda šomaro
mibinam.

Fine. Then I'll see you tomorrow.

miar-

bring

1. bale. aqaye nežado ba xodam
miarām.Yes. I'll bring Mr. Nezhad with
me.

* * * *

dialog b

1. esme baraderešo midunid?

2. naxeyr. esmeš ci-e/

1. esmeš behruz-e.farda šomaro bešun moarefi mikonam.

2. xeyli xob. pas farda šomaro mibinam.

1. bale. aqaye nežado ba xodam miarām.

Drill 21b.1 Simple Substitution

a. aqaye etemadiro mišenasid?

marāši

zia

alavi

mehdi

b. xanume šarifiro mišenasid?

marāši

širazi

Drill 12b.2 Forced Substitution

aqaye alaviro mišenasim.

marāši

kasemian

perviz

mehdi

sadeq

zia

širazi

hoseyn

nešad

aryan-nešad

johrab

šarifi

fiuzat

alavi

mehdi

Drill 21b.3 Simple Substitution

a. esne beradarešo midunid?

pedar

mader

dust

xahar

moellem

ostad

b. esne madresašo midunid?

majalle

danešga

beradara

Drill 21b.4 Forced Substitution

a. men šomaro mišenassan.

jamšid

ma

pedaro madarom

men

moellensan

b. men esne šomaro midunssan.

jamšid

ma

pedaro madarom

men

moellensan

Drill 21b.5 Simple Substitution

aqaye nešado ba xodan miaraw.

zia

sadeq

muraši

reza

Drill 21b.6 Review Drill 18b.3.

Drill 21b.7 Forced Substitution (Change the verb to /midun-/ where necessary.)

man baradarešo mišenaw.

pedar

esam

esme baradar

moallem

esme famil

esme dust

dust

Drill 21b.8

man fereštaro nemibinam.

šale

majalle

ruzname

fateme

šomare

ketabxune

marzie*

madrese

šune

Drill 21b.9 Forced Substitution

man fereštaro mibinam.

jamšid

reza

fariba

madrese

ketab

šoma

hoseyn

ketabxune

majalle

sinema

sinemaye ferdowsi

ketabe šimi

ketabe fizik

Drill 21b.10 Conversation

T. pesar, jamšid

S. un pesaro mibinid?S₁ bale.S₁ esmešo midunid?S₂ bale. esmeš jamšid-e.

doxtar, parvin

pesar, reza

pesar, parviz

doxtar, šila

doxtar, fariba

pesar, dara

pesar, sa'id

Drill 21b.10 (cont'd)

T. doxtar, Xale
 doxtar, ferešte
 doxtar, ziba

Drill 21b.11 Imitation

Xeba mamulan ketab mixunam.
 dar madrese in ketabo mixunim.
 men hamiše ruzname mixoram*
 men hamiše ruznameye keyhano mixoram.
 jamšid hamiše ketab mixune.
 jamšid hamiše ketabe xodešo mixune.
 men mamulan qezaye irani dust daram.
 men hamiše cai mixoram.
 men in cairo nemixoram.
 Xoma cand-ta ketab darid?
 Xoma ketabaye men mixunid?
 men ketab dust daram.
 men in ketabo dust daram.
 men qave mixoram.
 men in qezaro mixoram.
 Xoma cai dorost mikonid?
 Xoma kodum cairo dorost mikonid?
 qezaye irani dust darid?
 in qezaro dust darid?

Drill 21b.12 Simple Substitution

a. Xaba masmulan ketab mixunam.

majalle

ruzname

roman

zabane farsi

ketabaye inglisi

ketabaye almani

b. men emšab in ketabo mixunam.

roman

majalle

ruzname

ketabe farsi

c. in ketabo mixune.

un

kodum

Drill 21b.13 Complex Substitution

emšab in ketabo mixune.

ruzname

un

roman

kodum

majalle

ketab

in

un

ruzname

SUPPLEMENTARY LESSON 16

1. lotfan guš konid.

man az in ketab xošam miad ama az un ketaba xošam nemiad.

man az in film xošam miad ama az un filma xošam nemiad.

2. lotfan tkrar konid.

1. man az in ketab xošam miad ama az un ketaba xošam nemiad.

2. man az in film xošam miad ama az un filma xošam nemiad.

3. man az in ahang xošam miad ama az un ahanga xošam nemiad.

4. man az in sorud xošam miad ama az un soruda xošam nemiad.

5. man az in tablo xošam miad ama az un tabloa xošam nemiad.

6. man az in dastan xošam miad ama az un dastana xošam nemiad.

3. Have the students use singular and plural forms of the nouns in the above pattern sentence. Give the following cues as substitutions.

ketab

film

ahang

sorud

tablo

dastan

4. lotfan javab bedid.

T. Šoma az in xodnevis xošetun miad?

S. bale, man az in xodnevis xošam miad ama az un xodnevisa xošam nemiad.

saat

mašin

restoran

qaza

Supplementary Lesson 16

4. (cont'd)

T. Šoma az in qaza xošetun miad.

dastan

ahang

mive

namayesh

5. lotfan soal konid. Reverse the above practice. Have the students ask questions using the same cues. e.g.,

T. dastan S₁ Šoma az in dastan xošetun miad?

S₂ bale. men az in dastan xošam miad ama az un dastana xošam nemiad.

6. lotfan guš konid.

men faqat ye beradar daram vali dustam car-ta beradar dare.

men faqat ye amu daram vali dustam se-ta amu dare.

7. lotfan tkrar konid.

1. men faqat ye beradar daram vali dustam car-ta beradar dare.

2. men faqat ye amu daram vali dustam se-ta amu dare.

3. men faqat ye xahar daram vali dustam do-ta xahar dare.

4. men faqat ye moelleme farsi daram vali dustam do-ta moelleme farsi dare.

5. men faqat ye kelase inglisi daram vali dustam se-ta kelase inglisi dare.

8. lotfan javab bedid.

T. Šoma cend-ta beradar darid? S. men faqat ye beradar daram vali dustam do-ta beradar dare.

beradare bozorgtar

beradare kuciktar

xahar

xahare kuciktar

xahare bozorgtar

amu

xale

moelleme farsi

LESSON 22

dialog a

qand

lump sugar

Yekar

granular sugar

1. Yoma cai ba qand dust darid ya Yekar?

Do you like tea with sugar or "qand"?

2. qand ci-e?

What's "qand"?

1. qand mesle Yekar-e vali seft-e.

"Qand" is like sugar but it's hard.

cejuri

in what manner

2. pas qando cejuri mixorand?

Then how do you use (eat) "qand"?

mizar-

put

dehan

mouth

1. qando mizarand tu dehan, un vaxt cairo mixorand.

You put the "qand" in your mouth then drink the tea.

* * * *

dialog a

1. Yoma cai ba qand dust darid ya Yekar?

2. qand ci-e?

1. qand mesle Yekar-e vali seft-e.

2. pas qando cejuri mixorand?

1. qando mizarand tu dehan, un vaxt cairo mixorand.

Drill 22a.1 Multiple Substitution

Yomai cai dust darid ya qehve?

ʔekər	qənd
farsi	sarabi
faranse	inglisi
cai germ	cai sərd
fenjun	livan
medad	xodnevis
zərd	səbz
həvaye mərtub	həvaye xoʔk
barun	barf
ruz	ʔəb
kartbazi	ʔətrənj
basketbal	voleybal

Drill 22a.2 Free Conversation (Give cues listed above. S₁ forms the question sentence and S₂ answers freely.)

T. cai, qahve S₁ Xoma cai dust darid ya qahve?

S₂ cai dust daræm (or) qæhve dust daræm.

Drill 22a.3 Free Conversation

1. Yoma cai ba qand dust darid ya Seker?
2. Yoma cai tu fenjun mixorid ya estekan*?
3. Yoma cai ba limu mixorid ya Xir?

Drill 22a.4. (cont'd)

4. Šoma cai ba yax dust darid ya cai garm?
5. Šoma az qahve amrikai xošetun miad ya qahveye tork?
6. Šoma cai širin dust darid ya cai talx*?
7. Šoma qahve ba šir mixorid ya bedune* šir?
8. Šoma gušte gav* dust darid ya gušte gusfand?
9. iranias gušte gav mixorand ya gušte gusfand?
10. iranias cai ba šeker bištar mixorand ya qand?
11. iranias cai ba yax mixorand ya cai garm?
12. amrikaia cai ba qand dust darand ya šeker?
13. amrikaia gušte gusfand bištar mixorand ya gušte gav?
14. iranias az cai širin xošešen miad ya cai talx?

Drill 22a.5 Simple Substitution (Give infinitive as cue.)

man ino midunam.

dorost mikon-

mixor-

mig-

mifahm-

minevis-

mipuš-

mibin-

mixun-

mixa-

- Drill 22a.6 Simple Substitution (Repeat Drill 22a.7 once with /šahla/ as the subject, and once with /šoma/ as the subject. Use the question form with the third repetition.)

Drill 22a.7 Simple Substitution

meri in livano dust daram. un livano dust nadaram.

ketab

cai

medrese

johar*

xodnevis

ketabxune

estekan

qahve

hava

gušt

fenjun

xune

kelas

danešga

Drill 22a.8 Simple Substitution

reza daftaretuno mixad.

medad

ketab

mašin

livan

fenjun

gac

johar

ketabe qermez

daftare kucik

mašine xerab

Drill 22a.8 (cont'd)

reza mašine xarabetuno mixad.

livane kucik

fenjune sefid

gaçe zard

johare sabz

Drill 22a.9 Repeat Drill 22a.8 using the model sentence / reza daftaramo mixad./

Drill 22a.10 Simple Substitution

in mesle un-e vali bozorgtar-e.

saxt

kucik

kohne

mošgel

kuta

seft

torš*

telx

širin

koloft

kəsif

sia

qermez

Drill 22a.11 Repeat Drill 22a.10 using the model sentence / az un bozorgtar mixam./

Drill 22a.12 Expansion

- a. un ketab male ki-e/
 un ketabe farsi male ki-e/
 un ketabe farsie sis male ki-e/
- b. un ruzname ru miz-e.
 un ruznameye inglisi ru miz-e.
 un ruznameye inglisie kohne ru miz-e.
- c. un ketab mošgel-e.
 un ketabe inglisi mošgel-e.
 un ketabe inglisie koloft mošgel-e.
- d. un kaqaz xub-e.
 un kaqaze almani xub-e.
 un kaqaze almanie sefid xub-e.

Drill 22a.13 Expansion

- a. un ketabo mixam.
 un ketabe farsiro mixam.
 un ketabe farsie siaro mixam.
- b. un ruznamero mixam.
 un ruznameye farsiro mixam.
 un ruznameye farsie kohnaro mixam.
- c. un kaqazo nemibinam.
 un kaqaze almaniro nemibinam.
 un kaqaze almanie sefido nemibinam.

Drill 22a.13. (cont'd)

d. in ~~daftero~~ mixayd?

in ~~daftere~~ farsiro mixayd?

in ~~daftere~~ farsie kolofto mixayd?

LESSON 22

dialog b

jaleb

interesting

2. rast migid? xeyli jaleb-e.

Really? That's very interesting.

1. bəle. ino migənd cai qənd-pəhlu.

Yes, this is called "qand-pahlu" tea.

2. xob, cai ba Şəkər cetər?

Well, what about tea with sugar?

1. cai ba Şəkəro migənd cai Şirin.

Tea with sugar is called sweet tea.

kodum yeki

which one

2. xodetun kodum yekiro dust dərid?

Which one do you like (prefer) yourself?

1. cai qənd-pəhluro.

"Qand-pahlu".

* * * *

dialog b2. rast migid? xeyli jaleb-e.1. bəle. ino migənd cai qənd-pəhlu.2. xob, cai ba Şəkər cetər?1. cai ba Şəkəro migənd cai Şirin.2. xodetun kodum yekiro dust dərid?1. cai qənd-pəhluro.

Drill 22b.1 Complex Substitution

- man beraderetuno ba xodan miarum.

pedar

(u)

xaher

ketab

moellem

(ma)

ostad

daftar

dust

(una)

debir

kaqez

Yagerd

(men)

berader

johar

beradere kucik

mader

xodnevis

(Xoma)

mader bozorg

duste irani

daftare sia

Drill 22b.2 Simple Substitution (Repeat this drill after Drill 22b.1.)

man fesenjun mixoram.

cai

qahve

polo

celo kebab

xoreše bademjan

cai garm

gušte gav

Drill 22b.3 Simple Substitution (Use the cues from Drill 22b.2 as substitution items in the following model sentence.)

man in fesenjuno mixoram.

Drill 22b.4 Simple Substitution (Use the cues from Drill 22b.2 as substitution items in the model sentence below.)

man fesenjunetuno mixoram.

Drill 22b.5 caend vaext-e dar iran haestid/

in Šahr

tehran

yazd

kerman

rašt

Šahre ma

mazanderan

iran

in dābirestan

dābirestane ma

kešvare ma*

Drill 22b.6 Simple Substitution

chand vaxt-e farsî yad migirid?

farsî mixunid

inglîsî dars midid

dar iran zendegi mikonid

dar iran dars midid

dar in Xehr hastid

moallem hastid

qazaye irani mixorid

inja zendegi mikonid

Drill 22b.7 Simple Substitution

do-ta ketab ru miz-e. kodum yeki male Xomast?

dafter

medad

xodnevîs

name

livan

fenjun

xodkar

Drill 22b.8 Conversation (Repeat Drill 22b.9 in the following manner.)

T. ketab

S₁ do-ta ketab ru miz-e. kodum yeki male Xomast?

S₂ un yeki male men-e.

Drill 22b.9 Simple Substitution

men in livano dust daræm. Xoma kodum yekiro dust darid?

ketab

cai

Drill 22b.9 (cont'd)

men in cairo dust daram. Šoma kodum yekiro dust darid?

madrese

xodnevis

ketabxune

estekan

qahve

fenjun

xune

kelas

danešga

daftar

šahr

xiaban

dabirestan

Drill 22b.10 Conversation (Repeat Drill 22b.9 in the following manner.)

T. ketab

S₁ men in ketabo dust daram. Šoma kodum yekiro dust darid?

S₂ men un yekiro dust daram.

Drill 22b.11 Expansion

a. in daftar mesle un daftar-e.

in daftar kucik mesle un daftar kucik-e.

in daftar kuciko sefid mesle un daftar kuciko sefid-e.

b. in daftar mesle un daftar-e.

in daftar farsi mesle un daftar farsi-e.

in daftar farsie koloft mesle un daftar farsie koloft-e.

Drill 22b.11 Expansion (cont'd)

- c. un kaqezo mixam.
 un kaqezo sefido mixam.
 un kaqezo sefido xubo mixam.
- d. un kaqezo nemixam.
 un kaqezo almaniro nemixam.
 un kaqezo almanie kohnero nemixam.
- e. un ketabo bar midarəm.*
 un ketabe qermezo bar midarəm.
 un ketabe farsie qermezo bar midarəm.
- f. un medada kojast/
 un medadaye zard kojast/
 un medadaye almanie zard kojast/
- g. un romano mixunəm.
 un romane moŕgelo mixunəm.
 un romane rusie moŕgelo mixunəm.

SUPPLEMENTARY LESSON 17

1. lotfan guš konid.

- a. bebexšid aqa, Šoma tond ra mirid, lotfan kami yavaštar ra berid.
- b. bebexšid aqa, Šoma tond herf mizanid, lotfan kami yavaštar herf bezanid.
- c. bebexšid aqa, Šoma tond mirunid, lotfan kami yavaštar berunid.

2. lotfan tekarar konid.

- a. bebexšid aqa, Šoma tond ra mirid, lotfan kami yavaštar ra berid.
- b. bebexšid aqa, Šoma tond herf mizanid, lotfan kami yavaštar herf bezanid.
- c. bebexšid aqa, Šoma tond mirunid, lotfan kami yavaštar berunid.
- d. bebexšid aqa, Šoma tond mixunid, lotfan kami yavaštar bexunid.
- e. bebexšid aqa, Šoma tond minevisid, lotfan kami yavaštar benevisid.
- f. bebexšid aqa, Šoma tond dars midid, lotfan kami yavaštar dars bedid.

3. Have the individual students follow the pattern. Give the following cues.

T. herf zadan S. bebexšid aqa, Šoma tond herf mizanid, lotfan kami yavaštar herf bezanid.

rundan

ra raftan

kundan

dars dadan

neveštan

javab dadan

soal kardan

tekrar kardan

Supplementary Lesson 17

4. Repeat the above drill substituting /bebaxšid xanum/ for /bebaxšid aqa/
5. lotfan tekrar konid.
 - a. Šoma ziad kar nemikonid, lotfan bištær kar konid.
 - b. Šoma ziad dars nemixunid, lotfan bištær dars bexunid.
 - c. Šoma ziad tamrin nemikonid, lotfan bištær tamrin konid.
 - d. Šoma ziad soal nemikonid, lotfan bištær soal konid.
 - e. Šoma ziad harf nemizanid, lotfan bištær harf bezanid.
 - f. Šoma ziad xuneye ma nemiayd, lotfan bištær xuneye ma biayd.
6. Have the students follow the pattern. Give the following cues.

T. kar kardan	S. Šoma ziad kar nemikonid, lotfan bištær kar konid.
dars dadan	
tamrin kardan	
soal kardan	
harf zadan	
amadan (xuneye ma)	
raftan ketabxune	
esterahet kardan	
yad gereftan	

LESSON 23

dialog a

1. aqaye jorj, ci mixunid?

ruzname

What are you reading, George?

newspaper

2. men ruzname mixunam.

I'm reading the newspaper.

1. ruznameye inglisiro?

The English newspaper?

2. naxeyr. ruznameye keyhano mixunam.

No, I'm reading the Keyhan.

beratun

baraye Xoma

1. beratun moşgel-e?

Is it hard for you?

xeste mikon-

tire out, make tired

2. bale. xeyli. men xeste mikone.

Yes, very much so. It tires me out.

* * * *

dialog a

1. aqaye jorj, ci mixunid?

2. men ruzname mixunam.

1. ruznameye inglisiro?

2. naxeyr. ruznameye keyhano mixunam.

1. beratun moşgel-e?

2. bale. xeyli. men xeste mikone.

Drill 23a.1 Simple Substitution

a. men ruzname mixunam.

ketab

majalle

roman

b. men in ruznamero mixunam.

ketab

majalle

roman

Drill 23a.2 Complex Substitution

men ruznameye inglisiro mixunam.

farsi

ketab

rusi

roman

faransavi

majalle

irani

ketab

almani

roman

inglisi

ruzname

amrikai

Drill 23a.3 Conversation (Repeat Drill 23a.2 in the following manner.)

T. farsi

S₁ kodum ruznamero mixunid?S₂ ruznameye farisiro mixunam.

Drill 23a.4 Transformation (Change the indefinite to the definite.)

T. men cai dust daram. S. men in cairo dust daram.

men havaye mertub dust daram.

men Šeba ketab mixunam.

men Šeba ruzname mixunam.

men qahve mixam.

Šoma cai dust darid?

Šoma roman mixunid.

mehmud medad nemixad.

Drill 23a.5 Transformation (Repeat the above drill using /-eš/ in the following sentence type. Repeat all the sentences in this manner and have the students transform them into the definite.)

T. men cai dust daram. S. men caišo dust daram.

men havaye mertub dust daram. men havaye mertubešo dust daram.

Drill 23a.6 Simple Substitution

men tehrano dust daram.

iran

nyo york

vašangton

yazd

Širaz

mazenderan

kerman

rašt

italya

mašhad

tebriz

Drill 23a.6 (cont'd)

men tebrizo dust daram.

feranse

šomale iran

esfahan

azerbayjan

kalifornia

junube iran

rezaye

Drill 23a.7 Simple Substitution (Use cues from Drill 23a.6 above.)

men tehrano mišenassam.

Drill 23a.8 Simple Substitution (Use cues from Drill 23a.6 above.)

men hawaye tehrano dust daram.

Drill 23a.9 Imitation (Explain that the following pairs have the same meaning.)

beratun

beraye šoma

batun

ba šoma

betun

be šoma

beratun mošgel-e?

baš harf mizanid?

beram mošgel-e.

betun migam.

bamun mirid?

berašun mošgel-e.

beš migam.

bam harf mizanid?

Drill 23a.10 Transformation (Have the students change the short forms to long forms and the long forms to short forms.)

1. in ketab baraye Šoma mošgel-e?
2. jamšid bamun harf nemizane.
3. man be Šoma migam.
4. in beram asun-e.
5. man batun nemiram.

Drill 23a.11 Simple Substitution

a. meno xeste mikone.

Šoma

jamšid

ma

išun

fereydun

una

b. meno xeste mikone.

narahet

qamgin

xošhal

bidar

faqir

Drill 23a.12 Multiple Substitution

meno xeste mikone.

Šoma faqir

jamšid xošhal

ma bidar

Drill 23a.12 (cont'd)

zaro. bidar mikone.

una qamgin

men xošhal

išun narahet

fereydun xæste

Drill 23a.13 Simple Substitution

ye sal-e dær iran hæstam.

ruz*

mah*

sæst

hæfte

Drill 23a.14 Complex Substitution

ye sal-e dær iran zendegi mikone.

do

mah

tehran

dærs midæm.

sal

panj

kerman

hæfte

hæstam.

ruz

se

širaz

Drill 23a.14 (cont'd)

se ruz-e der Āīraz hestam.

zendegi mikonam.

mah

haft

dars midam.

in dabirestan

sal

dars mikonam.

ye

mah

Drill 23a.15 Expansion

a. un daftar male man nist.

un daftare farsi male man nist.

un daftare farsie koloft male man nist.

un daftare farsie kolofto sia male man nist.

b. un ماشین male ki-e/

un ماشین amrikai male ki-e/

un ماشین amrikaie bozorg male ki-e/

un ماشین amrikaie bozorgo gerun* male ki-e/

c. in parce* cand-e/

in parceye italyai cand-e/

in parceye italyaie koloft cand-e/

in parceye italyaie kolofto xub cand-e/

Drill 23a.15 (cont'd)

d. in kola* xeyli qaxang-e.

in kolaye rusi xeyli qaxang-e.

in kolaye rusie gerd* xeyli qaxang-e.

in kolaye rusie gerdo sia xeyli qaxang-e.

e. un ketabo mibinid?

un ketabe inglisiro mibinid?

un ketabe inglisie kolofto mibinid?

un ketabe inglisie kolofto setzo mibinid?

f. in parcero nemixam.

in parceye inglisiro nemixam.

in parceye inglisie xarabo nemixam.

in parceye inglisie xarabo kohnero nemixam.

LESSON 23

dialog b

komak mikon-

to help

1. pas men be šoma komak mikonam.

Then I'll help you.

2. mersi, aqa. kar nedarid?

Thank you. Don't you have anything to do?

otag

room

bar migard-

return, come back

1. nexeyr. in ketabaro mizaram tu otagamo bar migardam.

No. I'll put these books in my room and come back.

2. xeyli xob, mersi.

Fine, thanks.

qesmet

section, part

1. kodum qesmetešo mixunid?

Which part are you reading?

alan

right now

safe

page

2. alan safeye avvalo mixunam.

Right now I'm reading the first page.

1. un qesmeteš xeyli mošgel-e.

That part is very difficult.

* * * *

dialog b

1. pas men be šoma komak mikonam.

2. mersi, aqa. kar nedarid?

1. nexeyr. in ketabaro mizaram tu otagamo bar migardam.

2. xeyli xob, mersi.

1. kodum qesmetešo mixunid?

2. alan safeye avvalo mixunam.

1. un qesmeteš xeyli mošgel-e.

Drill 23b.1 Complex Substitution

in ketabaro mizarem tu otaqam.

dafter

mašin

xune

kaqaz

ketab

otaq

ruzname

menzel

ketab

medad

mašin

kazf

xune

pirahen

otaq

Drill 23b.2 Simple Substitution

in ketabaro mizarem tu otaqamo bar migardem.

mizem bazar.

be Yona komak mikonem.

qazaye irani dorost mikonem.

miam inja.

baratun avaz mixunem.

ye name minevisem.

ruzname mixunem.

Yam mixorem.

Drill 23b.2 (cont'd)

in ketabaro mizaram tu otaqamo šam mixoram.
 batun haerf mizaram.
 ye fenjun cai mixoram.
 be jamšid komæk mikoram.
 miram sare kelas.
 be jamšid telefon mikoram.

Drill 23b.3 Simple Substitution

in ketabaro mizaram tu otaqamo, haer migardam.
 in cairo mixoram
 in ketabo tamam mikoram*
 in ketabo mizaram ru miz
 in qahvaro mizaram tu ašpezxune*
 ye ruzname mixaram
 in daftararo mizaram tu mašin
 be dustam telefon mikoram
 miram sare kelas

Drill 23b.4 Simple Substitution

medadaro mibinam.

daftar
 mašin
 livan
 fenjun
 ketab
 gac
 šagerd
 kaqaz
 estekan

Drill 23b.4 (cont'd)

man un estekanaro mibinam.

ostad

ketabe qermez

daftare kucik

mašine xerab

livane kucik

fenjune sefid

qace zard

Drill 23b.5 Conversation (Follow the following pattern.. Give singular cues.)

T. daftar S_1 un daftararo mibinid? S_2 bale. S_1 male ki-e? S_2 nemidunam.

ketab

medad

kaqez

xodnevis

pirahen

kafš

mašin

naevan*

Drill 23b.6 Simple Substitution

safeye sevvalo minunam.

dovvom

carom

nohom

haftom

sevvom

Drill 23b.6 (cont'd)

safeyé sevvomo mixunam.

dahom

penjom

bistom

yazdahom

haštom

axeri*

xišom

punzdahom

Drill 23b.7 Simple Substitution

a. kodum qesmetišo mixunid/

ketab

ruzname

roman

safe

b. kodum beradereš dar amrika zendegi mikone/ (Repeat using /-etun/.)

xahar

pesar

dust

Drill 23b.8 Complex Substitution

in ketabam xub-e.

(-etun)

un

(-eš)

(-am)

in

(-ešun)

Drill 23b.8 (cont'd)

in ketabešun xub-e.

kodum

(-etun)

(-em)

(-eman)

in

(-ešun)

un

kodum

Drill 23b.9 Transformation (Long forms of prepositional phrases should be changed to short forms. Change /jamšid/ to the nominal /-eš/ as in /ba jamšid/ --- /baš/.)

T. ba šoma herf nemizanam.

S. batun herf nemizanam.

beraye man asun-e.

be jamšid komak mikonam.

jamšido be šoma moarefi mikonam.*

beraye šoma qazaye irani dorost mikonam.

ba ma herf bezanid.

farsi beraye jamšid mošgel nist.

cera be man nemigid?

be šoma nega mikonand.

beraye una tarjome mikonam.*

ba šoma miram bazar.

šomaro be jamšid moarefi mikonam.

Drill 23b.10 Conversation

T. ketab, moʻgel

S₁ men ketab mixam.S₂ befarmaid.S₁ az in moʻgeltar mixam.S₂ az in moʻgeltar nedarim.

kaqez, koloft

qali, kohne

livan, bozorg

johar, sia

parce, qermez

pirahan, qaxang

baqlava*, širin

saat, arzun

fenjun, gerun

medad, kuta

Drill 23b.11 Conversation (S₁ has free choice of response but his question must include the cue.)

T. farsī

S₁ men farsī mixunam.S₂ cand vaxt-e farsī mixunid?S₁ do mah-e farsī mixunam.

inglīsī

kerman zendegi mikonam.

dabirestan

iran

šahre ma

dabirestane ma

Drill 23b.11 (cont'd)

T. moellem
 in Yahr
 kesvare ma
 mazanderan
 ders mid-

Drill 23b.12 Expansion

a. un ketab-e.

un ketabe jamšid-e.

un ketabe germeze jamšid-e.

un ketabe germezo bozorge jamšid-e.

b. un mašin-e.

un mašine fereydun-e.

un mašine kucike fereydun-e.

un mašine kuciko sefide fereydun-e.

c. in ruznamest.

in ruznameye men-e.

in ruznameye inglisie men-e.

in ruznameye inglisie kohne men-e.

d. un ketabo mixam.

un ketabe mehmudo mixam.

un ketabe farsie mehmudo mixam.

un ketabe farsie mošgele mehmudo mixam.

un ketabe farsi mošgele mehmudo fereyduno mixam.

Drill 23b.12 (cont'd)

e. un ketabo ~~bar~~ darid.

un ketabe rezaro ~~bar~~ darid.

un ketabe farsie rezaro ~~bar~~ darid.

un ketabe farsie kohneye rezaro ~~bar~~ darid.

un ketabe farsie kohneye rezavo dararo ~~bar~~ darid.

SUPPLEMENTARY LESSON 18

1. lotfan guš konid. (Demonstrate the actions.)

man dare kelaso baz mikonam. man dare kelaso mibandam.

2. lotfan tekarar konid.

man dare kelaso baz mikonam.
man dare kelaso mibandam.
man panjere kelaso baz mikonam.
man panjere kelaso mibandam.
man ketabe farsiro baz mikonam.
man ketabe farsiro mibandam.

3. lotfan guš konid. (Demonstrate the actions.)

man ketabe farsiro ruye miz mizaram.
man ketabe farsiro az ruye miz bar midaram.

4. lotfan tekarar konid.

man ketabe farsiro ruye miz mizaram.
man ketabe farsiro az ruye miz bar midaram.
man naخشeye irano ruye divar mizaram.
man naخشeye irano az ruye miz bar midaram.
man textepakkono ruye sandali mizaram.
man textepakkono az ruye sandali bar midaram.
man gaco az ruye miz bar midaram.

5. lotfan guš konid. (Demonstrate the actions.)

man sandaliro miaram inja.
man sandaliro mibaram unja.

6. lotfan tekarar konid.

man sandaliro miaram inja.
man sandaliro mibaram unja.

man ketabamo miaram madrese.
man ketabamo mibaram madrese.

man baradaramo miaram sinema.
man baradaramo mibaram sinema.

7. Have the students substitute jamšid for man in number 2, šoma for man in number 4 and išun for man in number 6. e.g.,

T. man dare kelaso baz mikonam.
S. jamšid dare kelaso baz mikone.

Supplementary Lesson 18

7. (cont'd)

- T. man ketabe farsiro ruye miz mizaram.
 S. Soma ketabe farsiro ruye miz mizarid.

- T. man sandaliro miaram inja.
 S. isun sandaliro miarand inja.

8. Have individual students combine the statements and requests as follows.

- T. man dare kelaso baz mikonam.
 S. man dare kelaso baz mikonam, Soma ham lotfan dare kelaso baz konid.
1. man dare kelaso baz mikonam.
 2. man dare kelaso mibendim.
 3. man ketabe farsiro ruye miz mizaram.
 4. man ketabe farsiro az ruye miz bar midaram.
 5. man sandaliro miaram inja.
 6. man sandaliro mibearam unja.

9. Have individual students use the following verbs in sentences, either statements or requests. Give the infinitive and the direct object as cues. e.g.,

baz kardan, dare kelas

bestan, panjareha

gozaştan, textepakkon

berdaştan, xodmevisa

avardan, ketaba

berdan, pula

LESSON 24

Grammar1. Phonology

Note the following sentences.

1. Šoma cai ba qand dust darid ya šakar.
2. Šoma qandinid ya xošal.
3. Šoma xasteid ya na.

The intonation of the above sentences through the verb is that of a question; the /ya -----/ phrase takes statement intonation. There is, however, no pause between these two intonations. This new intonation pattern is therefore a combination of two intonations already learned but must be considered as one intonation. You will also notice that there are two sentence stresses on this type of sentence.

2. Reflexives

There are two major uses of the inflected forms of /xod-/ in Persian.

1. Emphasis that the speaker is doing something himself (not anyone else).

/man xodam qaza dorost mikonam/ "I fix dinner myself".

/jamšid xodeš qaza dorost mikone/ "Jamshid is fixing dinner himself."

2. If the subject of the sentence and the object of any preposition are the same, the object of the preposition is /xod-/ in the corresponding person. For example,

/man aqaye širaziro ba xodam miaram./ "I'll bring Mr. Shirazi with me."

It would be impossible to say /*man aqaye širaziro ba man miaram./ For this reason, Iranians often translate this type of concord into English as "I'll bring him with myself tomorrow" instead of the correct form "I'll bring him with me tomorrow."

If the subject of the sentence and the object of the preposition are different, the usual pronoun is used instead of /xod-/.

/jamšid ba xodeš hārf mizane./ "Jamshid is talking to himself".

/jamšid baš hārf mizane./ "Jamshid is talking to him (someone else)."

3. Prepositional Phrases Containing Pronouns

Certain prepositional phrases consisting of a preposition and a personal pronoun have long and short forms. The long form consists of the preposition plus the subject pronoun.

bəraye mən

be šoma

be u

The short form consists of the preposition plus the personal possessive form of the pronoun. The phonological forms of the pronoun follow the same rules as for pronouns attached to nouns. Note the analogous changes:

paye mən "my foot"

pam "my foot"

ketabaye mən "my books"

ketabam "my books"

paye šoma

patun "your foot"

ketabaye šoma "your books"

ketabatun "your books"

ba mən "with me"

bam "with me"

ba šoma "with you"

batun "with you"

be una "to them"

bešun "to them"

bəraye u "for him"

bəraš "for him"

Note that the short form of /bəraye/ is /bəra-/. This case is similar to /sinemaye mən/ changing to /sinemam/.

4. Direct Object Marker

Direct objects of Persian verbs are of two kinds, definite and indefinite. These two grammatical categories are not always distinguished formally in Persian, but modifiers such as /in/, /un/, /kodum/ or personal possessive inflections always mark the definite noun. The direct object marker occurs only with definite direct objects.

Examples of the occurrence of the direct object marker are:

1. in ketabo mibinam.

"I see this book."

2. kodum ketabo mibinid/

"Which book do you see?"

3. ketabetuno mibinam.

"I see your book."

4. ketab mibinam. "I see a book".
 5. ketabo mibinam. "I see the book".

Note that the direct object marker /-ro/ in number 5 has the secondary purpose of distinguishing the object as being definite. Note also that while the English definite and indefinite is always marked formally (by "a" and "the") the Persian equivalent does not always have a formal marker.

Noun elements of compound verbs or nouns that take their place (c.f. Chapter 15, Part 4.) when used in sentences denoting habitual action do not take the direct object marker. The English equivalents, however, often do take the definite article.

- ketab mixunam. I read (in general)
 ketabo mixunam. I read the book.
 man har šab ruzname mixunam. I read the newspaper every night.
 in ruznamešo mixunam. I'm reading this newspaper.

The direct object marker /-ro/ is suffixed to nouns or noun phrases.

- un ketabo mibinam. un ketabe farsie sefido mibinam.
 un cairo mixam. un cai ba qando mixam.

You will notice that the phonemic shape of this suffix is /-o/ after consonants and /-ro/ after vowels. The usual change of final /e/ to /æ/ upon suffixation holds true for this suffix also.

madrese plus ro is madresəro.

5. Phonemic Alteration of Verb Inflections

Verbs stems that end in consonants are inflected in the following manner.

man mibinam
 šoma mibinid
 ma mibinim
 išun (una) mibiniand
 u mibinie

Verb stems that end in vowels are inflected in the following manner.

man mixam
 šoma mixayd
 ma mixaym
 išun (una) mixayand
 u mixaya

6. Contrastive Notes

Two classes of modifiers that precede the noun in English are 1) this, that, which and 2) my, your, his, etc. In English these two classes are mutually exclusive in occurrence. In Persian, however, there is no such restriction of occurrence of the Persian equivalents. Both types of modifier can modify one noun at the same time.

in qesmateš	"this section of it"
in ketabam	"these books of mine"
kodum bešadaretun	"which brother of yours" or "which of your brothers"

Because this restriction does not occur in Persian, an Iranian learner of English will transfer his pattern into English, as in the following phrases:

this my book

which your brother

LESSON 25

dialog a

dišeb

last night

raft-

went (past root of mir-)

1. dišeb koja raftid?

Where did you go last night?

2. ba beradšerem raftam sinema.

I went to the movie with my brother.

ce filmi

what movie

did-

saw (past root of mibin-)

1. ce filmi didid?

What movie did you see?

federa

"Phaedra"

2. filme federaro didim.

We saw the movie "Phaedra".

* * * *

dialog a

1. dišeb kojē raftid?

2. ba beradšerem raftam sinemā.

1. cē filmi didid?

2. filme federāro didim.

Drill 25a.1 Simple Substitution

dišab raftid sinema?

danešga

xune

darse inglisi

astin

manzele jamšid

teatr*

tehran

Drill 25a.2 Simple Substitution (Repeat Drill 25a.1 using the model sentence /bale. dišab raftam sinema./)

Drill 25a.3 Simple Substitution (Repeat cues listed in Drill 25a.1 using the model sentence /naxeyr. dišab neraftam sinema./)

Drill 25a.4 Conversation (Use the above drills to form a conversation practice, following the format below.)

T. sinema

S₁ dišab raftid sinema?

S₂ bale. dišab raftam sinema. (or) naxeyr. dišab neraftam sinema.

Drill 25a.5 Forced Substitution

šambe rezaro didid?

fereydun

aqaye širazi

un film

ferešte

šagerda

ketab

xanume tehrani

dustetun

mašine ali

Drill 25a.6 Repeat the above exercise 25a.5 in the same way as Drills 25a.2 through 25a.4. Use the following models:

a. bale. Xambe rezaro didam.

b. nexeyr. Xambe rezaro nêdidam.

c. T. reza.

S₁ Xambe rezaro didid?

S₂ bale. Xambe rezaro didam. (or) nexeyr. Xambe rezaro nêdidam.

Drill 25a.7 Simple Substitution

Xoma aqaye neZado didid?

dabirestane alborz

danešgaye tehran

xarume kazemian

dabestane pars

danešgaye Širaz

aqaye fiuzat

bimarestan

jamšid

sinemaye empayr

xiabane tækte jamšid

xuneye fereydun

ketabe mahmud

dabirestane mehr

mašine men

jamšido baradareš

ketabaye saïd

medresesun

Drill 25a.7 (cont'd)

Šoma medressamuno didid?

ketab

medad

daftar

moallamtun

moallamemun

moallamešun

moallameš

moallamaš

ketabaš

baraderaš

baraderam

baraderamun

Drill 25a.8 Multiple Substitution

ba baraderam raftam sinema.

dust

danešga

xahar

xuneye ferešte

moallam

konferans*

šagerda

kelube inglisi*

auste hoseyn

teatr

rafiqam*

sinema

pederetun

xuneye aqaye širazi

Drill 25a.9 Conversation (Explain the use of /šis/ while hesitating.)

T. sinemaye empayr S₁ dišab koja raftid?

S₂ dišab raftam ciz.....sinemaye empayr.

Drill 24a.9 (cont'd)

T. filme federa

ye filme hendi

xuneye a'wmed

kelase farsi

danešgaye tehran

kelube inglisi

ketabrune

Semrun

Drill 25a.10 Simple Substitution

film cetor bud*?

kelas

darse farsi

ketabe mo'allemetun

xiabane ferdowsi

danešga

mo'allemetun

farsiš

Drill 25a.11 Simple Substitution (Repeat the above cues for the model sentence /film xeyli xub bud./)

Drill 25a.12 Conversation (Use cues from Drill 25a.10.)

T. film S₁ film cetor bud?S₂ film xeyli xub bud.

Drill 25a.13 Forced Substitution

ba dustam raftam sinema.

(šoma)

(man)

Drill 25a.13 (cont'd)

ba dustam raftam sinema.

(šoma)

(ma)

(šoma)

(man)

(ma)

Drill 25a.14 Repeat Drill 25a.13 in the negative.

Drill 25a.15 Forced Substitution

ce filmi didid?

ketab

doktor

aks*

lues*

mašin

moellem

medrese

šehr

ostad

debirestan

ja*

zyyalat*

Drill 25a.16 Free Conversation (Although the final response is free, the conversation should follow the format below.)

S₁ aqaye (xanume) -----, dišeb koja raftid?S₂ balé? ci goftid?*S₁ goftam dišeb koja raftid.S₂ dišeb raftam -----.

Drill 25a.17 Transformation

T. diruz* jamšido didam. S. farda jamšido mibinam.

farda koja mirid/

diruz koja raftid/

diruz be jamšid ci goftid/

diruz ce filmi didid/

farda mirid danešga

diruz moallemetun koja raft/

farda pedero maderetun mirand širaz.

LESSON 25

dialog b

xošetun aməd

you liked

(aməd

came [past root of miad])

1. federa cetor bud/ xošetun aməd?

How was "Phaedra"? Did you like it?

hənuz

yet

2. bəle. xeyli xošemun aməd. xodetun hənuz nəraftid?

Yes, I liked it very much. Haven't you gone yourself?

perişəb

night before last

1. cəra. perişəb raftəm. mən həm xoşəm aməd.

Sure I did. I went night before last. I liked it too.

* * * *

dialog b

1. federa cetör bud/ xošetun aməd?

2. bəle. xeyli xošemun aməd. xodetun hənuz nəraftid?

1. cəra. perişəb raftəm. mən həm xoşəm aməd.

Drill 25b.1 Review

a. Simple Substitution

federa cetor bud?

film

dersetun

dustetun

haleš

hale pedaretun

xuneye ahmed

un danešga

debirestane mehr

mašine ali

farsie jorj

b. federa xub bud. (Substitute the cues listed in a.)

c. T. federa S₁ federa cetor bud/ S₂ federa xub bud.

Drill 25b.2 Simple Substitution

az federa xošam amed.

ketabetun

un film

farsie jorj

xuneye reza

un ahang

un šehr

šomale iran

derse diruz

un kefiš

esfahan

madresatun

Drill 25b.3 Simple Substitution (Repeat Drill 25b.2 using the model sentence /az federa xoşemun neyamed/)

Drill 25b.4 Simple Substitution (Vocabulary)

a. dişab raftam xuneye ali.

periruz*

diruz sob*

periruz sob*

perişab

b. farda miram xuneye ali

farda şab

farda sob*

pasfarda*

pasfarda şab*

pasfarda sob*

Drill 25b.5 Forced Substitution

dişab raftam xuneye ali.

diruz

farda

farda sob

periruz sob

diruz sob

pasfarda şab

perişab

pasfarda

pasfarda sob

periruz

Drill 25b.6 Transformation

a. (Use the following transformations in changing the sentences.)

diruz ----- farda

dišab ----- farda šab

diruz sob ----- farda sob

periruz ----- pasfarda

periruz sob ----- pasfarda sob

perišab ----- pasfarda šab

Drill these as an exercise in itself before going on to changing sentences.)

b. T. ma dišab raftim sinema.

S. ma farda šab mirim sinema.

jamšid diruz raft tehran

meno šoma periruz raftim šemrun.

išun periruz sob amedand inja.

šoma parišab amedid inja?

pedero maderam diruz sob raftand širaz.

Drill 25b.7 Complex Substitution

men se ruze piš* raftam.

šiš

mah

ye

sal

dah

do

mah

hafte

se

Drill 25b.7 (cont'd)

man se hafteye piš raftam.

daqiqe*

car

panj

sabt

dah

bist

daqiqe

sabt

ruz

hafte

mah

sal

Drill 25b.8 Complex Substitution (Use the cues listed in Drill 25b.7 as substitutions for the model sentence /man se ruze dige mirvam./)

Drill 25b.9 Combination Drill (Multiple Forced Substitution)

janfid do ruze dige mire tehran.

feraydun

car

meshed

piš

panj

mah

ye

man

Drill 25b.9 (cont'd)

man ye mahe piš raftam mašhad.

amrika

dige

sal

meno Yoma

Yiraz

hafte

se

piš

išun

do

Yomale iran

dige

dustam

miad

inja

dustam

ye

ruz

sare kelas

piš

daqiqe

man

Yoma

sare kar

Drill 25b.9 (cont'd)

Yoma ye daqiqeye piş amedid sare kar.

hafte

dige

mire

men

sart

sinema

Drill 25b.10 Cued Conversation

T. berader, fereşte, naser

S₁ beradare ferestaro nedidid?

S₂ kodum beradareşo migid?

S₁ beradare kucikeşo migum.

Cues:

S₂ ne. men nasero didem.

berader, mehmed, ali

xahar, Zila, parvin

peser, aqaye Xirazi, jama'id

berader, xanume javadi, xosro

doxtar, xanume javadi, fariba

peser, aqaye javadi, fereydun

Drill 25b.11 Complex Substitution (Do not drill any cues that are not listed.)

men goftam.

Yoma raft-	(aff)	(pres)
na goft-	(neg)	(past)
ikun amed-		
una did-		

SUPPLEMENTARY LESSON 19

1. lotfæn guš konid.

mæn daræm farsî dærs midæm.

Šoma darid farsî yad migirid.

mæn daræm hærf mizænæm.

Šoma darid guš mikonid.

2. lotfæn tekrær konid.

mæn hala daræm farsî yad migiræm.

mæ hala darim farsî yad migirim.

Šoma hala darid farsî dærs midid.

Šoma hala darid farsî hærf mizænid.

mæ hala darim dærs mixunim.

Šoma hala darid dærs midid.

3. lotfæn jævab bedid. (Have individual students answer the questions using the following cues.)

- | | |
|--------------------------------|------------------|
| Šoma hala darid cekar mikonid? | 1. dærs xundæn |
| | 2. yad gereftæn |
| | 3. jævab dadæn |
| | 4. nega kærden |
| | 5. guš kærden |
| | 6. tekrær kærden |
| | 7. kar kærden |
| | 8. neveštæn |

4. Have each student ask the question using the following cues. e.g.,

T. dærs dadæn S. Šoma hala darid dærs midid?

T. bæle. mæn hala daræm dærs midæm.

Supplementary Lesson 19

4. (cont'd)

T. hârf zâden

kar kârdæn

nega kârdæn

javâb dadæn

dârs dadæn

yad gereftæn

tâmrîn kârdæn

5. Substitution Practice

Xoma hâlâ darîd farsî hârf mîzænîd.

men

yad gereftæn

reza

xaherâm

inglîsî

una

hârf zâden

farsî

na

iŝun

dârs dadæn

xundæn

name

neveŝtæn

Supplementary Lesson 19

6. Have the students change the tense to present progressive. e.g.,

T. man dars mixunamo kar mikonam. S. man daram dars mixunamo kar mikonam.

(Explain to the students that only the first verb is used to form the progressive form for the whole sentence.)

T. pederam ruzname mixunevo šam mixore.

baradaram dar amrika dars mixunevo kar mikone.

man sobhane mixoramo be radio guš mikonam.

reza dar restorane danešga kar mikonevo puš jam mikone.

aqaye moallem esterahat mikonevo sigar mikeše.

xanume esmit ra mirevo bastani mixore.

dustam ketab mixunevo fek(r) mikone.

šoma fek(r) mikonido harf mizanid.

LESSON 26

dialog a

1. diruz sare kelas dir amadid?

Did you come to class late yesterday?

boland Kod-

got up (boland miš- pres.)

2. bale. dir boland Kodam.

Yes, I got up late.

mege

function word used in answer to a statement that the speaker considers doubtful. Can be roughly as "You mean..." or "You don't mean that..."

xarab

broken

1. mege saatetun xarab bud?

You mean your watch was broken?

bidar Kod-

woke up

2. ne xeste budamo bidar neKodam.

No, I was tired and didn't wake up.

* * * *

dialog a

1. diruz sare kelas dir amadid?

2. bale. dir boland Kodam.

1. mege saatetun xarab bud?

2. ne, xiste budamo bidar neKodam.

Drill 26a.1 Forced Substitution

jamšid koja bud?

šoma

ferešte

maen

šoma

ma

barradarretun

pedaro maderetun

maeno šoma

maen

išun

duste šoma

šoma

ma

mavo šoma

šomavo barradarretun

Drill 26a.2 Repeat Drill 26a.1 using the model sentence /jamšid sare kelas bud./

Drill 26a.3 Repeat the above two drills as a Conversation Drill using the following format.

T. jamšid S₁ jamšid koja bud?

S₂ jamšid sare kelas bud.

Drill 26a.4 Forced Substitution

mage saztetun xerab bud.

mašin

xodnevis

Drill 26a.4 (cont'd)

məge xodnevisetun xarab bud?

ceraq*

səvari

xodkar*

ojaq*

taksi

telefon

Drill 26a.5 Forced Substitution (Use the cues in 26a.4 with the model sentence below.)

məxejr. saatən xarab nəbud.

Drill 26a.6 Complex Substitution

diruz sərə kelas dir amədīd.

kar

zud

(raftən)

pəriruz

sərə vaxt*

(amədən)

pərişab

kelas

zud

(neg)

dixab

emtehan*

dir

(aff)

(raftən)

Drill 26a.6 (cont'd)

dişab sare emtehan dir raftid.

diruz sob

zud

(question)

kelas

Drill 26a.7 Simple Substitution (Repeat in present tense with /emruz/.)

men dişab bidar yodam.

boland

narahat

xeste

pa*

xoşhal

bidar

meriz*

Drill 26a.8 Forced Substitution (Repeat Drill 26a.9 alternating affirmative and negative.)

Drill 26a.9 Transformation (Students should change the following sentences to negative equivalents.)

T. men xuneye ahmed budam.

S. men xuneye ahmed nebudam.

dişab raftim sinema.

diruz Komaro didam.

hafteye piş raftim tehran.

men ba beradaretun raftam ketabxune.

reza amad inja.

ketabetuno tuye kelase farsi didam.

xahere kucikam dar madrese bud.

men dir boland yodam.

Drill 26a.9 (cont'd)

T. saatam xarab bud.

S. saatam xarab nêbud.

moelleme farsimun emruz dir amad.

Yoma diXeb xeste budid?

Drill 26a.10 Transformation (Change negative statements to affirmative, and vice versa.)

T. ~~men~~ nêraftam sinema.

S. men raftam sinema.

saate pedarim xarab bud.

saate pedarim xarab nêbud.

men ye hafteye piX raftam kalifornia.

diruz Yomaro nêdidam.

jamXid diXeb dar xuneye Yoma nêbud?

rezavo ali raftand xuneye beradareXun.

Yoma farsî herf mizanid?

mehmudsate YîX boland nêXod.

men az tehran amedam.

duste Yomavo ali pa Xod?

do-ta az Xagerdam sare kelas nêbudand.

lotfan farsî herf bezanid.

Drill 26a.11 Transformation (Change present tense to past tense.)

T. men emXeb miam xuneye Yoma.

S. men diXeb amedam xuneye Yoma.

maXinam xarab-e.

cêra nemirid daneXga?

otobus saat cend miad?

men ketabetunê nemibinam.

xunetun kojast?

men saat panj bidar miXam.

Drill 26a.11 (cont'd)

T. koja mirid?

S. koja raftid?

šoma ba ma nemiyd?

šoma moelleme dabestan haestid?

emrus heradaramo mibinid?

rafiqe hoseyn mire iran.

xunam ruberun madresast.

Drill 26a.12 Complex Substitution

gorosnatun bud?

(u)

tešne

(statement)

(ma)

(neg)

(šoma)

(question)

saard

gaarm

(man)

(aff)

bist sal

(past)

hivae* sal

(u)

(jamšid)

(neg)

Drill 26a.12 (cont'd)

jamšid hivde saleš mebud.

(ma)

(aff)

(šoma)

(question)

Drill 26a.13 Transformation (Change the following sentences from /piš/ and the corresponding past tense to /dige/ and the corresponding present (future) and vice versa.)

T. ma ye hæfteye dige mirim kerman. S. ma ye hæfteye piš raftim kerman.

men do mahe dige miram mosaferat.*

jamšid ye sale piš raft amrika.

šoma do sale dige mirid amrika?

do sale dige jamšido mibinam.

car ruze piš dar tehran budam.

ye hæfteye piš un filmo didam.

vazire farheng ye mahe dige miand inja.

ye saate dige miram sare kelas.

Drill 26a.14 Complex Substitution

men dir boland šodam.

jamšid

zud

bidar

(neg)

(pres)

šoma

Drill 26a.14 (cont'd)

Yoma zud bidar nemišid.

(aff)

dir

boland

(question)

pedaerem

(past)

ma

(statement)

pa

(neg)

zud

xeste

išun

(aff)

narahat

(pres)

Yoma

(neg)

mariz

amrikaia

(aff)

narahat

(past)

bidar

dir

Drill 26a.14 (cont'd)

avrikaia dir bidar kodand.

meno Yoma

(question)

boland

beraderatun

(statement)

LESSON 26

dialog b

belaxere

at last, finally

1. belaxere saat cānd bolānd šodid? What time did you finally get up?
2. saat yazda. Eleven o'clock.

baad

after(wards)

kar kard-

past tense of kar mikon-

1. baad cekar kardid? What did you do afterwards?
- lebas pušid- past tense of lebas mipuš-
2. baad lebas pušidamo raftam sare kelas. Afterwards I got dressed and went to class.

* * * *

dialog b

1. belaxere saat cānd bolānd šodid?
2. saat yazda.
1. baad cekar kardid?
2. baad lebas pušidamo raftam sare kelas.

Drill 26b.1. Simple Substitution

a. man unja kar kardam.

təhsil

əstərahət

həmmam

mosaferat

soal

dir

b. man xeyli kar kardam.

taləfoz

əstərahət

tekrar

komək

mosaferat

tamrof

guš

Drill 26b.2 Repeat Drill 26a.1.a. in the negative.)

Drill 26b.3 Simple Substitution (Vocabulary)

lebas pušidəmo raftəm sinema.

kot

kot-šalvar*

kəfš

pirahəne səbz*

jurabo kəfš*

šalvare*siə

Drill 26b.4 Cued Conversation

- T. hæšt, sare kelas S₁ sob saat cænd bicar šodid?
 S₂ saat hæšt bolænd šodam.
 S₁ bæd cekar kardid?
 S₂ bæd lebas pušidamo raftam sare kelas.

noh, restoran

šiš, ketabxone

šišo nim, kar

yazda, sinema

dah, kelas

hæft, dancšga

panj, forudga

hæfto nim, emtehan

Drill 26b.5 Complex Substitution

mage šoma xæste budid.

irani

(pres)

rafiqetun

narahæt

amrikai

(neg)

una

(past)

xæste

(aff)

bidar

Drill 26b.5 (cont'd)

mega una bidar budand.

(pres)

reza

irani

(neg)

(past)

xaste

narahet

(aff)

Drill 26b.6 Multiple Substitution

mai ye ruz unja budamo bar gæstam* tehran.

do

Siraz

hafte

esfahan

se

amadan

mah

mazandaran

ye

raftan

reza sal

bar gæstan tebriz

alio perviz hafte

panj

Somale iran

Drill 26b.7 Complex Substitution

man ye sal unja kar kardam.

saat

esterahet

Soma

hafte

Drill 26b.7 (cont'd)

šoma ye hæfte unja esterahæt kardid.

(neg)

mosaferæt

sal

jaemšid

tæhsil

(aff)

kar

saæt

alio reza

guš

(neg)

dir

ma

(aff)

soal

esterahæt

ali

hæfte

zendegi

ma

sal

tæhsil

ma

Drill 26b.8 Complex Substitution

hamešun farsī xub bešad budand.

ašpezi

šoma

(pres)

naqqāšī

inglīsī

una

šatranj

ma

(past)

kartbazi

faranse

šena

una

basketbal

dixtan

Drill 26b.9 Complex Substitution

xodetun raftid tehran?

(neg)

(una)

širaz

(statement)

(aff)

(men)

razanderan

(šoma)

Drill 26b.9 (cont'd)

xodetun raf'id mazenderan.

ma'shad

(neg)

(u)

rezaye

(ma)

(aff)

Drill 26b.10. Complex Substitution

ye saat montazere fereydun budam.

do

(Yoma)

penj

daqiqe

bist

dustan

ye

sazt

mo'allememun

nin

mo'alleme farsimun

SUPPLEMENTARY LESSON 20

1. lotfan guš konid.

kelas dare Šoru miše lotfan dige ħarf nazanid.

dars dare Šoru miše lotfan dige soal nəkonid.

2. lotfan təkrrar konid.

1. kelas dare Šoru miše lotfan dige ħarf nazanid.

2. dars dare Šoru miše lotfan dige soal nəkonid.

3. Šagerda darənd təkrrar mikonənd lotfan dige javab nadid.

4. aqaye moəllem darənd soal mikonənd lotfan dige təkrrar nəkonid.

5. sinema dare Šoru miše lotfan dige sigar nəkešid.

6. aqaye moəllem dare miad lotfan dige ħarf nazanid.

3. Have each student make a compound sentence, using a statement and a request as above. Give the following cues. e.g.,

T. Šoru Šodən - ħarf zadən S. kelas dare Šoru miše lotfan dige ħarf nazanid.

təkrrar kərden - soal kərden

Šoru Šodən - bazi kərden

soal kərden - təkrrar kərden

amədən - ħarf zadən

guš kərden - Šuluq kərden

xundən - ħarf zadən

4. Have the students answer the questions using the pattern above. e.g.,

T. dars dare Šoru miše? S. bəle. lotfan dige ħarf nazanid.

kelas dare Šoru miše?

sinema dare Šoru miše?

bazi dare Šoru miše?

aqaye moəllem dare miad?

Supplementary Lesson 20

4. (cont'd)

T. Šagerda darand dars mixunand?

Šoma darid ruzname mixunid?

perviz dare be radio guš mikone?

beradaretun dare kar mikone?

una darand farsi mixunand?

Šoma darid esterahat mikonid?

5. lotfan tekrar konid. (Affirmative request)

1. sinema dare Šoru miše lotfan ajalle konid.

2. kelas dare Šoru miše lotfan ajalle konid.

3. otobus dare mire lotfan ajalle konid.

4. taksi dare mire lotfan ajalle konid.

5. pedarəm dare ruzname mixune lotfan saket bašid.

6. aqaye moallim dare dars mide lotfan saket bašid.

7. men dar... esterahat mikonəm lotfan saket bašid.

8. perviz dare mixabe lotfan saket bašid.

6. Have each student make a compound sentence using either /ajalle kerdən/ or /saket budən/.

7. Have the students ask questions using the following cues.

T. Šoru Šoden S₁ kelas dare Šoru miše? S₂ bale. lotfan ajalle konid.

guš kerdən

raftən

tekrar kerdən

xundan

esterahat kerdən

xabidan

bazi kerdən

amadaen

LESSON 27

dialog a

yad gereft-

past stem of yad nig'r-

1. Šoma dær amrika farsî yad gereftid?

Did you learn Persian in America?

hænuz

(not) yet

2. bæle. væli hænuz xub bælæd nistam.

Yes. But I don't know it well yet.

xund-

past stem of mixun-

1. extiær dærid. cænd væxt farsî xundid?

"I beg to differ". How long did you study Persian?

hæmæš

all together, all in all

2. hæmæš se man farsî xundam.

I studied Persian for three months all together.

* * * *

dialog a

1. Šomâ dær amrikâ farsî yâd gèreftid?
 2. bæle. væli hænuz xub bælæd nistam.
 1. extiær dærid. cænd væxt farsî xundid?
 2. hæmæš se mäh farsî xundam.

Drill 27a.1 Transformation (Have the students change the following sentences to the past tense.)

man miram xuneye ahmad.

Šoma ba ma miayd?

Šoma farsi baelidid?

Šoma der dabirestane ferdowsi dars mixunid?

key* mirid tehran?

Šoma emruz narahatid?

ali der Širaz tehsil mikone.

az in qaza xošetun miad?

man farda miram Šomale iran.

man der bimarestan hastam.

Šoma der amrika farsi yad migirid?

išun šatranj baeladand.

in amrikaia torki mixunand.

ye sazte dige miram xune.

Šoma baad az zor esterahet mikonid?

Drill 27a.2 Complex Substitution

mano xeste kard.

Šoma

narahat

ali

bidar

narahat

ma

xeste

bidar

Drill 27a.3 Transformation (Have the students change the /budan/ verbs to /kardan/ verbs. Make the subject "we".)

T. ali bidar bud.

S. (ma) aliro bidar kardim.

šoma narahat budid.

una xæste budænd.

saætetun xærab bud.

alio reza narahat budænd.

pedæretun bidar budænd.

mašine fereydun xærab bud.

šoma xæste næbudid.

una narahat budænd.

dara bidar bud?

xodnevisetun xærab bud?

Drill 27a.4 Transformation (Using the sentence cues in the above exercise, have the students change the /budan/ verbs to /šodan/ verbs.)

T. ali bidar bud.

S. ali bidar miše.

Drill 27a.5 Cued Conversation (Use the multiple substitutions in the sentences according to the following format.)

T. mazænderan, nærtub

S₁ mæn do hæfteye piš mazænderan budam.

S₂ hævaš cetor bud?

S₁ hævaš nærtub bud.

širaz, xošk

ræst, baruni

hæmædan, xonak

abadan, nærtub

kermanša, særd

Drill 27a.5 (cont'd)

T. rezaye, æbri
 kordestan, xonæk
 mešhaed, gærn

Drill 27a.6 Multiple Substitution (Give infinitive and subject as cue.)

cænd væxt farsî xundid/
 amrika budid
 mæriz budid
 esterahæt kærð
 sære kelas budid
 inglisi xundaend
 tehran budid
 bidar budid
 xærab bud
 dær bimarestan budæn
 esterahæt kærdid
 farsî xundim
 mazænderan budid

Drill 27a.7 Multiple Substitution. (Give infinitive and subject as cues.
 The student must also change the sentence to the present tense.)

T. cænd væxt farsî xundid/
 (use sentence cues from
 Drill 27a.6.)

S. cænd væxt-e farsî mixunid/

(Note: before doing Drill 27a.8, the teacher should explain the difference between the following two sentences:)

cænd væxt tehran budid/

cænd dææfe tehran budid/

Drill 27a.8 Simple Substitution

a. caend dæefe tehran budid?

širaz

dære kelas

esfahan

xuneye mahmud

mešhad

šomale iran

danešgaye tehran

yazd

šahre yazd

b. caend dæefe ino tekrar kardid?

neveštid

xundid

didid

puštidad

goftid*

yad gereftid

talæfoz kardid

Drill 27a.9 Complex Substitution

man farsi yad gereftam.

inglisi

(xundam)

færanse

(balæd budam)

šena

Drill 27a.9 (cont'd)

man šena bešad budam.

naqqāši

ašpezi

(yad gereftan)

harf-zadan

(neg)

jorj

(xundan)

(aff)

šimio fizik

alio reza

(question)

inglisi

(bešad budam)

(pres)

ferešte

duxtan

šena

(question)

faranse

(yad gereftan)

(present continuous [dare ----])

inglisi

farsi

arabi

Drill 27a.9 (cont'd)

ferešte dare xarabi yad migire?

(xundæn)

(pres [simple])

(neg)

(dunestæn)

esmetun(o)

(bælad budæn)

(past)

(aff)

(yad gereftæn)

esmeš(o)

(neg)

šoma

(aff)

(question)

esme kucikeš(o)

(statement)

(neg)

Drill 27a.10 Cued Conversation

T. farsi

S₁ man farsi xub belad nistam.S₂ extiar darid. Šoma farsi xeyli
xub beladid.

inglisi

harf-zadan.

neveštan

torki

raqqasi

ašpazi

rundan*

Review Drills 23a.4, 23a.12 (in the past tense), 23a.15 and 23b.2.

LESSON 27

dialog b

ali

wonderful(ly), extremely
well

dašt-

past stem of dar-

1. pas ali baxdid. moallème
irani daštid?
2. bale. yazda-ta moallème irani
daštim.

Then you know it extremely well.
Did you have an Iranian teacher?

Yes. We had eleven Iranian teachers.

1. neveštān ham yād gereftid?

Did you learn writing, too?

amma

but

faramuš kard-

forgot (pres. stem faramuš
mikon-)

2. bale. amma bištārešo faramuš
kardam.

Yes. But I forgot most of it.

* * * *

dialog b

1. pas ali baxdid. moallème irani dāštīd?
2. bale. yazdā-ta moallème irani dāštim.
1. neveštān ham yād gereftid?
2. bale. amma bištārešo faramuš kardam.

Drill 27b.1 Cued Conversation (The teacher's cue is a sentence. S₁ changes it to the past tense. S₂ answers it in the negative.)

- T. Šoma moalleme irani darid? S₁ Šoma moalleme irani daštid?
 S₂ naheyr. moalleme irani nedaštam.
 in ketabo mixunid?
 Šoma farsi bələdid?
 ali mire bazar?
 moallemetun inglisi bələdid?
 pedəro madəretun mašin darənd?
 Šoma neveštən yad migirid?
 əz tehran xošetun miad?
 Šoma ba jənəsid mirid širaz?
 bəradəretun narahət-e?
 Šomaro xəste mikonin?
 bist-ta šagerd darid?
 dustatun miand inja?
 otobus dir mikone?
 Šoma fərda xuneid?
 ali dir bolənd miše?
 saatetun xərab-e?

Drill 27b.2 Imitation (Repeat starred forms several times after finishing the exercise.)

mən farsi yad migiram.
 mən farsi yad gereftam.

mən dəftəretuno bəz mikonam.
 mən dəftəretuno bəz kardam.

*Šoma name minevisid?
 Šoma name neveštid?

*in kaqəzo bəz midarəm.
 in kaqəzo bəz daštəm.

Šoma medad darid?
 Šoma medad daštid?

ali qəzaye irani dorost mikone.
 ali qəzaye irani dorost kard.

Drill 27b.2 Imitative

*man ye ruzname mixaram.
man ye ruzname xaridam.

*farsie alirol mifahmam.
farsie alirol fahmidam.

un ketabo tamam mikonid?
un ketabo tamam kardid?

emruz jamšido mibinid?
emruz jamšido didid?

*livano mizaram ru miz
livano gozaštam ru miz.

šoma farsie mixunid?
šoma farsie xunid?

*aqaye nežado miaram.
aqaye nežado ovordam.

*ye dərse inglisi minevisam.
ye dərse inglisi neveštam.

Drill 27b.3 Simple Substitution

šoma un ketabo xunid?

tamam kardid?

neveštid?

didid?

gozaštid ru miz?

baer daštid?

xaridid?

dorost kardid?

baz kardid?

yad gereftid?

daštid?

fahmidid?

ovordid?

Drill 27b.4 Complex Substitution

šoma un ketabo xunid?

reza

ruzname

(xaridam)

Drill 27b.4 (cont'd)

reza un ruznamero xerid?

(pres)

medad

(didæn)

(past)

sqa

(fahmidæn)

(statement)

(ovordæn)

(neg)

mæjalle

(taamam kurdæn)

(aff)

(bær daştæn)

šoma

(pres)

livan

(neg)

ma

(didæn)

(past)

(gozaştæn ru miz)

(aff)

fenjun

(pres)

išun

Drill 27b.4 (cont'd)

iŝun un fenjuno mizarand ru miz.

ketab

(past)

(xaridan)

(neg)

roman

roman

(taman kardan)

(pres)

(aff)

qaza

(dorost kardan)

(past)

(ovordan)

abbas*

cai

(xaridan)

daftar

(neg)

(baz kardan)

(bez dastan)

man

kaqaz

(xarab kardan)

(aff)

Drill 27b.4 (cont'd)

man un kaqazo xarab kardam.

(pres)

mašin

(rundan)

(neg)

(past)

Drill 27b.5 Transformation (Have the students change the present tense to the past tense.)

T. man dar danešga farsi yad migiram. S. man dar danešga farsi yad gereftam.

man farda aqaye nežado mibinam.

moelleme inglisimun dar amrika tahsil mikone.

man be dustatun migam ke dir miayd.

man kafše sia mipušam.

man do hafteye dige miram kerman.

beradaram xeyli narahet miše.

baraye mohammed ye name minevisam.

man sale dige bar migardam amrika.

az un filme žaponi xeyli xošam miad.

šoma tešnætun-e?

saste cand boland mišid?

farda un ketab miarid?

medade janšido bar midaram.

man farda bar migardam.

in aqaro xub mifahmid?

caie irani koja miward?

Drill 27b.5 (cont'd)

T. be aḥmad ci migid?

bæradære kucike reza kojast/

Drill 27b.6 Cued Conversation (Teacher gives cues listed below.)

S₁ in ketabo xundid?S₂ bæle. æmma bištærešo færamuš kardæn.

ruzname

yad gereftæn

dærs

tæmam kardæn

roman

kurs

dust daštæn

film

didæn

namayeš*

Drill 27b.7 Conversation (Class repeat cue after teacher. The students then answer teacher's question about cue.)

T. ketabforuši S. ketabforuši T. dær ketabforuši ci miforušænd?

S. ketab miforušænd.

kaššforuši

parceforuši

miveforuši*

ketabforuši

qaliforuši*

lebasforuši

safeforuši*

Drill 27b.8 Conversation (Follow the example below.)

- T. bazar - cai S₁ ma raftim bazar.
 S₂ ma cai xaridim.
 S₃ una raftand bazaro cai xaridand.

maqaze*-lebas

dokun*-šir

nunvai*-nun

ketabforuši-ketab

kašforuši-kaš

parceforuši-parce

miveforuši-mive*

postxune-tambr*

ketabforuši-qali

bazar-ceraq

qaliforuši-qali

dokun-mast*

bazar-pirahan

miveforuši-sabzi*

postxune-ayrogeram*

Drill 27b.9 Cued Conversation (The teacher gives cue to S₁ who makes a sentence with it. S₂ changes the sentence by changing the verb to its equivalent antonym using the present tense. S₁ then changes S₂'s sentence to the past tense. The teacher gives only the cue not in parentheses. The student should be able to produce the antonym in parentheses.)

- | | |
|--------------------------|----------------------------------|
| 1. raftan (amedan) | 5. ber gaştan (raftan) |
| 2. xundan (neveştan) | 6. xaridan (foruxtan) |
| 3. ber daştan (gozaştan) | 7. yad gereftan (faramuš kardān) |
| 4. bordan (ovordan) | 8. guš kardān (goftan) |

SUPPLEMENTARY LESSON 21

1. lotfan guš konid.

-- in daftaraye naqqaši dunei cand-e?

-- cand-ta daftarre naqqaši lazem darid?

-- yeki lazem daram.

2. lotfan tkrar konid.

a. in daftaraye naqqaši dunei cand-e?

cand-ta daftarre naqqaši lazem darid?

yeki lazem daram.

b. in namehaye hævai dunei cand-e?

cand-ta nameye hævai lazem darid?

do-ta lazem daram.

c. in safehaye irani dunei cand-e?

cand-ta safeye irani lazem darid?

se-ta lazem daram.

d. in xodnevisaye xareji dunei cand-e?

cand-ta xodnevis xareji lazem darid?

yeki lazem daram.

e. in dastmalaye irani dunei cand-e?

cand-ta dastmale irani lazem darid?

car-ta lazem daram.

f. in keravataye xareji dunei cand-e?

cand-ta keravate xareji lazem darid?

se-ta lazem daram.

Supplementary Lesson 21 (cont'd)

3. lotfan soal konid.

T. daftare naqqaši S₁ in daftaraye naqqaši dunei cand-e?

S₂ cand-ta daftare naqqaši lazem darid?

S₁ yeki lazem daram.

(Continue in the same way using the following cues. Have the students change the cues to plural.)

a. daftare naqqaši

b. nameye havai

c. safeye irani

d. xodnevis xareji

e. dastmale irani

f. keravate xareji

g. pardeye irani

h. kolaye xareji

i. pakaste havai

j. tambe irani

 sabune amrikai

4. lotfan gūš konid.

-- panire tabrizi kiloi cand-e?

-- ceqad panire tabrizi lazem darid?

-- nim kilo lazem daram.

5. lotfan tekrar konid.

a. cai xareji kiloi cand-e?

ceqad cai xareji lazem darid?

ye kilo lazem daram.

Supplementary Lesson 21 (cont'd)

5. (cont'd)

- b. panire tabrizi kiloi cand-e?
ceqad panire tabrizi lazem darid?
nim kilo lazem daram.
- c. roqane kermanšahi kiloi cand-e?
ceqad roqan kermanšahi lazem darid?
ye kilo lazem daram.
- d. kareye danmarki kiloi cand-e?
ceqad kare danmarki lazem darid?
nim kilo lazem daram.
- e. sibe lobnani kiloi cand-e?
ceqad sibe lobnani lazem darid?
do-kilo lazem daram.
- f. Şekere irani kiloi cand-e?
ceqad Şeker irani lazem darid?
se kilo lazem daram.
- g. goje farangi kiloi cand-e?
ceqad goje farangi lazem darid?
ye kilo lazem daram.

6. lotfan soal konid.

- T. cai xareji S₁ cai xareji kiloi cand-e?
S₂ ceqad cai xareji lazem darid?
S₃ ye kilo lazem daram.

(Continue in the same way, using the following cues.)

- a. cai xareji
b. panire tabrizi

Supplementary Lesson 21 (cont'd)

6. (cont'd)

- c. roqane kermanšahi
- d. kareye danmarki
- e. sibe lobnani
- f. Şekere amrikai
- g. goje farangi
- h. qaveye eslambuli
- i. arde rusi
- j. range xareji

LESSON 28

(Review)

Review Dialog 28.1

The following dialog should be taught in the following way. Three classes should combine. The teachers, each taking a part in the dialog, should read it through once slowly and once more quickly. The students should be asked how much they understand.

The three classes should then separate and each student should be given a copy of the dialog so that he can follow as his teacher reads the dialog again. The teacher should explain anything that is not understood.

The students should then repeat after the teacher. Repeat every sentence several times until it can be said without much hesitation. It is not necessary, however, to memorize the sentences. Be careful to note sentence stress and correct intonation patterns.

The students should then break up into small groups and read through the dialog. After they feel they can read through it well and without hesitation, groups of three should act out the dialog in skit form.

dialog

jorj. men xeyli gorosnam-e. Xoma cetor?

jamšid. bale. men ham gorosnam-e. berim restoran nahar boxorim.

jorj. xeyli xob. ci meyl darid* celo kebab mixayd?

jamšid. men sz celo kebab xošam miad vali dišeb celo kebab xordam.

jorj. pas ci boxorim? juje kebab ham xub-e.

jamšid. bah-bah! xeyli vaxt-e juje kebab naxordam. berim. taksi!!
ma xlabane naderi mirim.

taksi. kojaye naderi?

jamšid. ruberuye ketabforušiye mebso.

taksi. befərmaid.

jamšid. aqaye jorj, befərmaid.

Review Dialog 28.1 (cont'd)

jorj. bébaxšid.

jamšid. áqa, ma xeyli ajalle darim. lotfan zud bašid.

taksi. cašm, górbán.

jorj. aqaye jamšid, šoma narahatid?

jamšid. nakeyr. narahat nistam. faqat ye kami xasteam. saram han dard mikone.

jorj. aspirin mixayd?

jamšid. mersi. man aspirin masmulan nemixoram.

jorj. kodum restoran mirim?

jamšid. ye celo kebabi mišenasam - xeyli xub-e.

jorj. aqaye jamšid, hala saat cand-e?

jamšid. hala dorost saat yek-e. cera? xeyli gorosnatun-e?

jorj. bale. man emruz sobhane saat šiš xordam.

jamšid. saat šiš? masmulan saat cand bidar mišid?

jorj. masmulan saat šišo nim bidar mišam vali emruz sob panjo nim bidar šodam.

jamšid. cera? kar daštid?

jorj. nakeyr. dišab xeyli xaste budam saat noh xabidam. sob han zud bidar šodam.

jamšid. sob masmulan ci mixorid?

jorj. nuno panir ba morabba*, caio šire garm ba šeker.

jamšid. pes sobhaneye irani dust darid.

jorj. bale. sobhaneye amrikai nemixoram. dar amrika han dust nedaštam.

jamšid. sobhaneye amrikai cejuri-e?

jorj. amrikaia sob ziad mixorand. toxme morq*, gušt, šir, qahve, nune širin.

jamšid. rast migid? nahar cetor?

Review Dialog 28.1 (cont'd)

- jorj. beraye nehar kamtar az iranîa mixorand.
- jamšid. xeyli jaleb-e. vali šoma sisteme irani mixorid.
- jorj. bale.
- taksi. aqa, šoma amrikai hestid?
- jorj. bale, aqa.
- taksi. mašallah farsî xeyli xub beladid.
- jorj. xaeš mikonam. henuz daram yad migiram.
- taksi. cand va^{xt}-e dar iran hestid?
- jorj. do ma.
- taksi. do ma! do ma farsî yad gereftid?
- jorj. naxeyr. se ma ham dar amrika xundam.
- taksi. mege dar amrika farsî h^{arf} mizaxand?
- jorj. naxeyr. dar danešga yad gereftam.
- taksi. farsî dar danešga dars midand?
- jorj. bale.
- jamšid. išun m^oalleme irani daštand.
- taksi. rast migid? unja ham irani dare?
- jamšid. danešjuye irani dar amrika ziadand.
- taksi. haa. mirand unja, dars mixunand. aqa mohandes. šoman amrika budid?
- jamšid. naxeyr. amrika nabudam.
- taksi. aqaye mister. išun zabane šomaro midunand?
- jorj. bale. išun qešang baladand.
- jamšid. xaeš mikonam. extiar darid. mesle farsie šoma balad nistam.
- taksi. aqaye mister, man zabane amrikairo baladam.
- jorj. rasti? pas lotfan beraye man h^{arf} bezanid.

Review Dialog 28.1 (cont'd)

taksi. xeyli xob. Šoma - amrika - balad - xub?

jorj. ci goftid?

taksi. Šoma nafahmidid?

jorj. naxeyr.

taksi. pes men hatman Zaponi goftam.

jamšid. aqa, ma xeyli yevaš mirim - aaaa!

taksi. bēbaxšid aqa. xiabana suluq-e. sazte yek-e. hame mirand sare kar.

jorj. inja kojast?

jamšid. inja xiabane šast. baad az xiabane ša, xiabane naderi-e.

jorj. restoran tu naderi-e?

jamšid. naxeyr, tu kucazt.

jorj. unja ci darand.

jamšid. unja celo kabab darand, juje kabab darand. celo xorešešun hama xub-e.

jorj. pes men celo xoreš mixoram.

jamšid. az qazaye irani xošetun miad?

jorj. baxšale. xoreše bademjun xeyli dust daram.

taksi. aqa. Šoma ab-gušt dust darid?

jorj. ab-gušt ci-e?

taksi. ab-gušt nemidunid ci-e/ supe irani ba gušt dorost mikonand, un vaaxt nun mizarand tuš.

jorj. men naxordam. xub-e?

taksi. xeyli ali-e. befarmaid xuneye ma. xaruman baraye Šoma dorost mikone.

jorj. motšakeram aqa. xeyli lotf darid.

taksi. befarmaid. taarof nemikoran.

Review Dialog 28.1 (cont'd)

jorj. xaeš mikonam. Šoma hatman xeyli kar darid.

taksi. extiar darid. xošhal mišim.

jamšid. motšakeram aqa. vali sazte yeko nim dar danešga kar darim.

taksi. xob. inšallah dəfeye dige.*

jorj. inšallah.

Drill 28.1 Conversation

1. Šoma dišab koja Šam xordid?
ci xordid?
xub bud?
2. Šoma məmmulan Šam koja mixorid?
nəhar cətor?
məmmulan saat cənd nəhar mixorid?
3. Šoma cai dust darid ya qəhve?
dišab sare miz* qəhve xordid?
Šoma qəhve ba šir mixorid?
4. dišab dərs xundid?
bəəd az Šam cekar kərdid?
saət cənd xabidid?
5. Šoma məmmulan sohanə mixorid?
emruz sobhanə xordid?
saət cənd sobhanə xordid?
6. dišab koja rəftid?
cekar kərdid?
dərs nəxundid?
7. Šoma sinema dust darid?
in həfte rəftid sinema?
šəmbə šab cekar kərdid?
8. Šoma ziad ketab mixunid?
dišab ketab xundid?
Šoma məjəllə darid?
9. Šoma darid farsī yad migirid?
hərḡ-zadən yad migirid?
xundəno nəvəštən cətor?
10. cənd vaxt-e dər astin həstid?
az astin xošetun miad?
az həvayə astin xošetun miad?
11. dəftəretunə ba xodəšan ovordid?
dəftəretun koləft-e?
dəftəretun siast?
12. emruz saat cənd bidar šodid?
varzeš kərdid?
sobhanə xordid?

Drill 28.1 (cont'd)

13. Šoma key amadid astin?
az koja amadid?
ceqad tul kešid?
14. Šoma diruz sare kelas budid?
saat cand bar gaštid Dexter House?
Šoma piade mirid?
15. yekšambeye piš cekar kardid?
Šena nemirid?
Šena beledid?
16. dišab name neveštid?
tambr daštid?
cand-ta tambr darid?
17. Šomareye otaqetun cand-e?
otaqetun dišab sard bud?
tu otaqetun xi zendegi mikone?
18. diruz xaste budid?
saat cand bidar šodid?
band az zor esterahat kardid?
19. koja tahsil kardid?
az inja dur-e?
cand sal unja budid?
20. havaye inja ba havaye iran xeyli farq mikone?
havaye iran cetor-e?
rašt kojast?

Grammar1. Verbs

All Persian verbs have two stems; all verb forms and derivatives are formed from these two stems. One stem is the present tense stem; the other, as we have seen from the introduction of the past tense, is the past stem.

Let us examine the present stems of some familiar verbs.

midunam

mibinam

miram

baer migardam

zendegi mikonam

ketab mixunam

As was pointed out in previous grammar discussions (c.f. 5.2.2) all verbs (except II Verbs which include only dar- and hest-) have the prefix /mi-/ in the present tense. We may therefore subtract this prefix from the present stem. Again looking at the list above, we see that we may also subtract the personal ending /-am/. The following present stems remain:

-dun-

-bin-

-r-

baer -gard-

noun -xun-

noun -kon-

These stems are resultant from only a random sampling of the verbs we have already had and are by no means representative of all the stem-types that occur in Persian. In order to set up a list of stem-types, we must examine the relationships between the present and past roots. In order to do this type of linguistic analysis of the relationship between stems, let us go through a list of past tense verbs we saw this week and compare the present and past roots of each verb. Remember the selection of verbs is at random (only verbs covered in the past three lessons).

1. Verbs (cont'd)

<u>Lesson</u>	<u>Verb</u>	<u>Present Stem</u>	<u>Past Stem</u>
25a	miræm	-r-	ræft-
25a	mibinæm	-bin-	did-
25b	miam	-a-	amæd-
25b	-æm/hæstæm	hæst-	bud-
26a	mišæm	-š-	šod-
26b	mikonæm	-kon-	kærd-
26b	mipušæm	-puš-	pušid-
26b	bær migærdæm	bær -gærd-	bær gæšt-
27a	yad migiræm	yad -gir-	yad gereft-
27a	mixunæm	-xun-	xund-
27a	minevisæm	-nevis-	nevešt-
27a	migæm	-g-	goft-
27b	daram	dar-	dašt-
27b	mixæram	-xær-	xærid-
27b	mifæhmæm	-fæhm-	fæhmīd-
27b	mizæram	-zar-	gozašt-
27b	miaræm	-ar-	ovord-

In examining the above list of verb stems, we see that there are many classes of stems and that the changes from the present to the past stem are not regular. There are the following ways of forming the past stem, all of which are different:

-r-	----->	ræft-	-gir-	----->	gereft-
-bin-	----->	did-	-zar-	----->	gozašt-
-a-	----->	amæd-	-xun-	----->	xund-

From this list you can see that we can not make any simple generalizations about the formation of past stems. In general the past and present stems must be learned by repetition and memorization. We will, however set up some general classes of verb roots as a general guide for the student in his future study.

One general ization which can be made about all Persian past stems is that they all invariably end in /t/ or /d/. Thus we may say that the formation of the past stem takes place in the following manner:

present stem + (a change in the form) + /d/ or /t/

I. (Regular formation)

A. present stem + /d/ or /t/

-xun- ----> xund-
-xor- ----> xord-

B. present stem + /-id/

-fahm- -----> fahmid-
-puš -----> pušid-

II. present stem + vowel + /f/ or /s/ + /t/

A. -dun- -----> dunest-
-g- -----> goft-
-r- -----> raft-

B. (This subclass involves additional stem changes.)

-gir- -----> gereft-

III. present root + vowel + /d/

-š- -----> šod-
-d- -----> dad-

IV. change of nasal to homorganic stop (/n/ --- /d/, etc.)

A. (ħarf) -zan- -----> (ħarf) zad-

B. change of nasal plus other stem change plus /æst/

-šin- -----> nešast-

V. sibilant ----> /x/ + /t/

A. z ----> x

-duz- ----> duxt-

B. s ----> x

-šenās- ----> šenaxt-

C. š ----> x

-foruš ----> foruxt-

VI. /r/ or /rd/ ----> /ʁ/ + /t/

A. -dar- ----> dašt-

B. (This subclass involves an additional stem change.)

-zar- ----> gozašt-

VII. Irregular

-nevis- ----> nevešt-

-a- ----> amad-

-bin- ----> did-

-ar- ----> ovord-

-band- ----> bašt-

-kon- ----> kard-

In dictionaries verbs are listed according to infinitives. The infinitive is formed from the past stem plus the infinitive marker /-an/. Since the infinitive is formed on the past stem, the student will have to derive the present base in reverse order from what has been listed above. It is, however, impossible to know which category any one verb belongs to since the classes are not based on the phonetic shape of either stem. For this reason, we will list both stems from now on. In dictionaries where only the infinitive is listed the student will have to ask a native speaker in order to be sure what the present stem is.

The only rule that can be posited is the formation of the past stem from the infinitive by the subtraction of the /-an/ infinitive marker. The above classification of present and past stems is to show the pattern of the language insofar as it can be analysed.

Class I.

Verb Inventory

A.	xundan	-xun-	to read
	dars xundan		to study
	ketab xundan		to read (in general)
	avaz xundan		to sing
	farsi, ʔimi etc. xundan		to study Persian, chemistry, etc.
	xordan	-xor-	to eat
	rundan	-run-	to drive
B.	koʔtan	-koʔ-	to kill
C.	fahmidan	-fahm-	to understand
	puʔidan	-puʔ-	to put on, wear
	xabidan	-xab-	to sleep, go to sleep
	keʔidan	-keʔ-	to pull
	tul keʔidan		to last, take time
	sigar keʔidan		to smoke
	residan	-res-	to arrive

Class II.

A.	dunestan	-dun-	to know
	tunestan	-tun-	to be able
	goftan	-g-	to say
	raftan	-r-	to go
B.	gereftan	-gir-	to take
	yad gereftan		to learn
	xastan	-xa-	to want

Class III.

A.	šodan	-š-	to become
	dadān	-d-	to give
	dārs dadān		to teach
	dāst dadān		to shake hands
	javāb dadān		to answer
	oftādān	-oft-	to fall

Class IV.

A.	zadān	-zan-	to hit
	hārf zadān		to speak
B.	nešāstan	-šin-	to sit down
	šekāstan	-škan-	to break

Class V.

A.	duxtan	-duz-	to sew
	endaxtan	-ndaz-	to drop, let fall
	aks endaxtan		to take a picture
	suxtan	-suz-	to burn (intransitive)
	poxtan	-paz-	to cook
B.	šenaxtan	-šenā-	to know (someone)
C.	foruxtan	-foruš-	to sell

Class VI.

A.	daštan	-dar-	to have
	bār gāštan	bār gārd-	to return
	kaštan	-kar-	to sow, plant

Class VII.

A.	neveštan	-nevis-	to write
	bordan	-bār-	to take, carry
	mordan	-mir-	to die

Class VII.

B. amadæn	-a-	to come
xoŝ amadæn		to like
bæd amadæn		to dislike
xab amadæn		to be sleepy
didaen	-bin-	to see
ovordaen	-ar-	to bring
bæstaen	-bænd-	to close, tie
(kærdæn)	-kon-	auxiliary verb
zendegi kærdæn		to live
kar kærdæn		to do, work
dærd kærdæn		to hurt, ache
esterahæt kærdæn		to rest
dir kærdæn		to come late
xæŝ kærdæn		to ask, beg
dorost kærdæn		to fix, prepare
tehsil kærdæn		to study
tædris kærdæn		to teach, instruct
talæfox kærdæn		to pronounce
tekrar kærdæn		to repeat
kouæk kærdæn		to help
soal kærdæn		to ask
hæmmam kærdæn		to bathe
farq kærdæn		to differ
mosaferat		to travel
taarof kærdæn		to taarof

Class VII

B. (cont'd)

baz kærden	(baz)-kon-	to open
færamuŝ kærden		to forget
guŝ kærden		to listen
nega kærden		to watch, look at
tænrin kærden		to practice
fek(r) kærden		to think
bazi kærden		to play
ajalle kærden		to hurry, rush

SUPPLEMENTARY LESSON 22

1. lotfan guš konid.

hər ruz saəte šiš əz xab bidar mišəm.

diruz saəte šiš əz xab bidar šodəm.

2. lotfan təkərər konid.

hər ruz saəte šiš əz xab bidar mišəm.

diruz saəte šiš əz xab bidar šodəm.

hər ruz saəte šišo nim vərzeš mikonəm.

diruz saəte šišo nim vərzeš kərdeəm.

hər ruz saəte həft sobhane mixorəm.

diruz saəte həft sobhane xordeəm.

hər ruz saəte həšt mirəm danešga, farsio inglisi mixunəm.

diruz saəte həšt raftəm danešga, farsio inglisi xundəm.

hər ruz saəte dəvazdə tu restorane danešga nəhar mixorəm.

diruz saəte dəvazdə tu restorane danešga nəhar xordeəm.

hər ruz bəəd əz nəhar kəmi esterahət mikonəm.

diruz bəəd əz nəhar kəmi esterahət kərdeəm.

hər ruz saəte do bər migərdeəm kelas ta saəte cər farsi mixunəm.

diruz saəte do bər gəštəm kelas ta saəte cər farsi xundəm.

hər ruz saəte pənjo nim bər migərdeəm xabgavo šəm mixorəm.

diruz saəte pənjo nim bər gəštəm xabgavo šəm xordeəm.

həmiše bəəd əz šəm esterahət mikonəm.

dišəb bəəd əz šəm esterahət kərdeəm.

3. Have the students change the simple present tense to the simple past tense. e.g.,

T. hər ruz saəte šiš bidar mišəm.

S. diruz saəte šiš bidar šodəm.

(Use the first sentence of each pair listed in 2. as a cue for 3.)

4. Reverse the above practice. Give the past tense sentence as the cue. The student(s) should respond with the present tense sentence.

5. Write the hours of the day as used in the sentences on the blackboard. Give the infinitive of the verbs as cues. Then ask individual students to make the two sentences with present and past verbs.

6.00 a.m.	bidar šodan
6.30	varzeš kardan
7.00	sobhane xordan
8.00	raftan danešga, farsio inglisi xundan
12.00	nahar xordan
12.00	esterahat kardan
2.00 p.m.	bar gaštan
ta 4.00	farsi xundan
5.30	bar gaštan xabga, šam xordan

6. Have the students give short answers to the questions, e.g.,

T. saæte šišo ni cekar mikonid? S. varzeš mikonim.

(Cues consist of times listed above. The student should respond with sentences containing the corresponding verb.)

7. Have individual students ask questions with /key/. Give short answer as a cue. e.g.,

T. saæte šiš S. key bidar mišid? (continue for all times)

8. Repeat 6 and 7 for simple past tense. e.g.

T. diruz saæte šiš cekar kardid? S. bidar šodim.

T. varzeš kardam. S. diruz key varzeš kardid.

LESSON 29

ahmado behruz danešjuand. dər danešgaye tehran təhsil mikonand.
 ahmad danešjue sale sevvome danešgasto behruz danešjue sale dovvom-e.
 ahmad tarix mixune*və behruz ədəbiyate*irano mixune. vali hər-do in-
 glisi hən mixunand. ruzaye ye-šambevo se-šambevo panj-šambe kelase
 inglisi darand.

inglisie ahmad əz inglisie behruz behtər-e. inglisi bəraye behruz
 xeyli mošgel-e. behruz xub mixunevo tərjome mikone*vəli xeyli kəm mi-
 fəhme. moəllemešun amrikai-e. išin dər iran farsi yad migirəndo in-
 glisi tədris mikonand. sərə kelas moəlleme amrikaišin inglisi hərf mi-
 zane və əz šagerda be inglisi soal mikone. behruz xub nemifəhme.

dərse diruz bəraye behruz xeyli mošgel bud və hənuz yad nəgereft.
 ahmad be behruz telefon kard və hala darand hərf mizənəhd.

dialog a

ahmad. mən mīxam bəram sinemā. šomām mīayd?

behruz. mērsi. mīxam bəram bazār.

ahmad. emšāb cekār mikonid?

behruz. bəad əz zór mīxam dārs bəxunəm, bəad mīam xunéye šomā.

* * * *

Ahmad. I want to go to the movies. Would you like to come too?

Behruz. Thank you, no. I want to go to the bazaar.

Ahmad. What are you doing tonight?

Behruz. I want to study this afternoon. I'll come to your house afterwards.

Drill 29a.1 Simple Substitution

mæn mixam beræn sinema.

danešga

bazar

(sære) kelas

Širaz

dæbirestane Žale

(sære) kar

mædrese

Drill 29a.2 Complex Substitution

mæn mixam dærs bexunæn.

farsi

ketab

(neveštæn)

name

(xundæn)

ruzname

Šimi

farsi

(yad gereftæn)

Šena

inglisi

Drill 29a.3 Forced Substitution

mæn mixam dærs bexunæn.

jamšid

Šoma

Drill 29a.3 (cont'd)

šoma mixayd dars bexunid.

man

mano šoma

mano jamšid

dustetun

ma

alio reza

šoma

jamšido šoma

xosro

Drill 29a.4 Complex (Forced) Substitution

man mixam dars bexunam.

farsi

šoma

ketab

ma

(neveštan)

una

name

(xundan)

ali

ruzname

šimi

mano ali

farsi

Drill 29a.4 (cont'd)

maeno ali mixaym farsi bexunim.

maen

(yad gereftan)

šena

šoma

inglisi

Drill 29a.5 Complex Substitution

başad az zor mixam dars bexunam, başad miam xuneye šoma.

ketab

farsi

(neveštan)

name

(xundān)

dars

Drill 29a.6 Transformation (Add the proper form of "to want" to the following sentences.)

T. jaenšid mire tehran. S. jaenšid mixad bere tehran.

maen faerda miram tebriz.

ali mire sare kelase inglisi.

jaenšid ketab mixune.

šoma šena yad migirid?

koja mirid?

başad az zor ma šimi mixunim.

išun ye name minevisand.

šoma ruzname mixunid?

xosro inglisi yad migire.

Drill 29a.7 Transformation (Repeat Drill 29a.6 giving an additional negative cue. For example,)

T. jamšid mire tehran. S. jamšid nemixad bere tehran.

Drill 29a.8 Forced Substitution (Review)

man mixam in ketabo bexunam.

ruzname

roman

name

kaqaz

ketabe farsi

ruznameye inglisi

romane rusi

Drill 29a.9 Transformation (S₁ changes model sentence to present tense, S₂ adds "to want" and S₃ changes it to negative form.)

T. beradaram ye name nevešt. S₁ beradaram ye name minevise.
S₂ beradaram mixad ye name benevise.
S₃ beradaram nemixad ye name benevise.

man raftam xuneye ahmad.

šagerdatun dars xundand.

ali inglisi yad gereft.

šoma in namero neveštid?

ma raftim kenare darya.

LESSON 29

dialog b

- | | |
|---|--|
| A. mixayd ba mæn hærf bezænid? | Do you want to talk to me? |
| rajebe | about, concerning |
| B. bæle. mixam rajebe dærsa hærf bezænam. | Yes. I want to talk about the lessons. |
| mitun- (tunestæn) | can, be able to |
| A. sæt cænd mitunid biayd? | What time can you come? |
| qæblæz | before |
| B. mæn qæblæz šiš nemitunam biam. | I can't come before six. |
| A. pæs sæt hæft biayd. mitunim ba hæm dærs bexunim. | Then come at seven. We can study together. |

* * * *

dialog b

- | |
|---|
| A. mixayd ba mæn hærf bezænid? |
| B. bæle. mixam rajebe dærsá hærf bæzanam. |
| A. sæt cænd mitunid biayd? |
| B. mæn qæblæz šiš némitunam biam. |
| A. pæs sæt hæft biayd. mitunim ba hæm dærs bexunim. |

Drill 29b.1 Simple Substitution

mixayd ba man hærf bezanid.

dærs xundan

raftæn sinema

inglisi yad gereftæn

ketab xundan

raftæn danešga

farsi xundan

næhar xordan (response should be /næhar boxorid/)

ruzname xundan

nešæstan

raftæn kenare dærya

šam xordan

Drill 29b.2 Complex (Forced Substitution)

šoma mixayd ba man hærf bezanid?

jamšid

šam xordan

(neg)

ælio reza

nešæstan

(aff)

ma

dærs xundan

una

inglisi yad gereftæn

hærf zædan

Drill 29b.2 (Con't)

Yoma mixayd ba una herf bezanid?

(neg)

mehmud

nəhar xordan

šimi xundan

Drill 29b.3

man mitunam ba Yoma dars bexunam

raftan danešga

šam xordan

nəhar xordan

šimi xordan

raftan bazar

nešestan

ketab xundan

dars xundan

herf zadan

raftan medrese

qaza xordan

Drill 29b.4 Forced Substitution

man mixam ba jamšid herf bezanam.

ma

ali

meno ali

Yoma

una

moallemetun

Drill 29b.4 (cont'd)

moellemetun mixad ba jamšid harf bezane.

šagerdam

išun

reza

ma

Drill 29b.5 Multiple Substitution

maen mixam ba ali harf bezanam.

šoma ma

maen pedaretun

ma šoma

jamšid moellemeš

maen dustam

šoma šagerdatun

išun šoma

išun dustetun

išun ma

moellemetun šoma

Drill 29b.6 Simple Substitution

maen mixam rajebe darsa harf bezanam.

ketabatun

kelase inglisi

duste jamšid

darsatun

šagerdam

karetun

Drill 29b.6 (cont'd)

men mixam rajebe karetun hærf bezanam.

dustatun

kelasa

mædresætun

danešgaye tehran

amrika

hævaye iran

Drill 29b.7 Complex Substitution

men qæblæz šiš nemitunam biam.

hæft

bæsed az

penj

hæšt

qæblæz

do šambe

jome

bæsed az

se šambe

šambe

hæfteye dige

qæblæz

sale dige

bæsed az

Drill 29b.8 Transformation (Add the correct form of /tunestan/ to following sentences.)

T. Šoma farsi hærŋ mizanid? S. Šoma mitunid farsi hærŋ bezanid?

Šoma bawed az zor dærs mixunid?

išun mirænd danešga?

dustetun ba ma hærŋ mizæne.

moællemetun ba ma mišine.

ma ba hæm dærs mixunim.

bærædæretun inglisi yad migire?

dustatun farsi hærŋ mizanand?

ma ba hæm šam mixorim.

Drill 29b.9 Repeat the above exercise in the negative.

Situational Dialog 1A

1. ba aqåye širazi ašnáid?
2. næxeyr. væli xeyli mayelæm bašun ašna bešæm.
1. pæs ægar mixayd, šomaro bešun moæreff mikonæm.
2. xeyli motšækéræm.

(This dialog should be repeated until the students can say it as comfortably as a native speaker. It should be repeated every day until the students reach situational dialog 1C. The teacher should encourage the students to act out these few lines in the classroom, using whatever proper names they wish.)

LESSON 30

dialog a

1. car Şambe bawd az zor cekar mikonid?

What are you doing Wednesday afternoon?

bayad

must, necessary, have to

2. men bawd az zor bayad dar anjomane iran-amrika dars bedam.

I have to teach at the Iran-America Society in the afternoon.

1. panjşambe mixayd cekar konid?

What do you want to do Thursday afternoon?

tætil

free, holiday

2. in panjşambe tætilim.

We're free this Thursday.

1. pas do ruz tætil darid.

Then you have two days free.

2. bale.

Yes.

* * * *

dialog b

1. car Şambê bawd az zor cekar mikonid?

2. men bawd az zor bayad dar anjomane iran-amrika dars bedam.

1. panjşambe mixayd cekar konid?

2. in panjşambê tætilim.

1. pas do ruz tætil darid.

2. bale.

Drill 30a.1 Simple Substitution

do Šambe man bayad dars bedam.

raftan sinema

inglisi yad gereftan

farsi xundan

nešastan

raftan danešga

nəhar xordan

amadan

ruzname xundan

inglisi dars dadan

haft zadat

amadan inja

sobhane xordan

Drill 30a.2 Forced Substitution (Repeat in the negative)

man bayad dars bexunam.

šoma

mano šoma

mano reza

reza

ali

rezavo ali

baradaretun

ma

išun

man

Drill 30a.3 Complex Substitution

man bayad farsi bexunam.

yad gereftan

inglisi

ma

xastan

dars dadan

dustan

xundan

(neg)

bayad

ketab

nevestan

(aff)

tunestan

name

Soma

dastan

xundan

ketab

xaridan

bayad

kaqaz

mehrud

xastan

Drill 30a.4 Imitation

Šoma mixayd čekar konid? (translate)

Šoma mixayd kar konid? (translate)

man mixam kar konam.

man bayad kar konam.

man bayad qaza dorost konam.

Šoma mixayd qaza dorost konid?

Šoma mixayd esterahat konid?

Drill 30a.5 Complex Substitution

man bayad esterahat konam.

tahsil kardan

kar kardan

xastan

soal kardan

xosro

(neg)

mosaferat kardan

tunestan

talafoz kardan

(aff)

bayad

tadris kardan

Drill 30a.6 Expansion

dars mixunam.

man dars mixunam.

man ba jamšid dars mixunam.

Drill 30a.6 (cont'd)

men ba jamšid inglisi mixunam.

men hamiše ba jamšid inglisi mixunam.

men hamiše ba moalleme jamšid inglisi mixunam.

men hamiše bayad ba moalleme jamšid inglisi bexunam.

Drill 30a.7 Expansion

men dars midam.

men inglisi dars midam.

men dar anjomane iran-amrika inglisi dars midam.

men se-šambeha dar anjomane iran-amrika inglisi dars midam.

men se šambeha bayad dar anjomane iran-amrika inglisi dars bedam.

(Repeat the above using /tadris mikonam/.)

Drill 30a.8 Expansion

men miram esfahan.

men farde miram esfahan

men farde ba mašin miram esfahan.

men farde mixam ba mašin beram esfahan.

men farde mixam ba mašine ali beram esfahan.

LESSON 30

dialog b

kenare derya

seashore, seaside

- | | | |
|----|--|--|
| 1. | men ham tawetilan. mitunim
ba ham berim kenare derya. | I'm free too. We can go to the
beach together. |
| 2. | xeyli xob. men Xena beled
nistam vali mixam yad
begiram. | Fina. I don't know how to swim
but I'd like to learn. |
| 1. | pes ba masine men berim.
saft cand biam xunetun? | Then let's go with my car. What
time should I come to your house? |
| 2. | taqriban haft-hafto nim
biayd. | Come about seven or seven thirty. |

dialog b

- | | |
|----|--|
| 1. | men ham tawetilan. mitunim ba ham berim kenare derya. |
| 2. | xeyli xob. men Xena beled nistam vali mixam yad begiram. |
| 1. | pes ba masine men berim. saft cand biam xunetun? |
| 2. | taqriban haft-hafto nim biayd. |

Drill 30b.1 Transformation (Change the following sentences to the "let's" form.)

example - ma hærf mizænim ----- hærf bezanim.

ma inglisi yad migirim.

ma farsi mixunim.

ma mirim bazar.

ma name minevisim.

ma ba ham šam mixorim.

ma ruzname mixarim.

ma ba jamšido ali mišinim.

ma mirim sare kelas.

ma emšab dars mixunim.

Drill 30b.2 (a cue is given by the teacher. s1 then uses the command form with s2. S2 then uses the "let's" form with s3. ex - t - farsi hærf mizænid.

s1 farsi hærf bezanid (to s2)

s2 farsi hærf bezanim (to s3)

emšab dars mixunid.

do-ta name minevisid.

mirid sare kelase inglisi.

ye ketabe farsi mixarid.

ba ham šam mixorid.

ba jamšid hærf mizænid.

ba dustetun mišinid.

qablaz šiš miayd.

un ketabe farsiro mixunid.

rajebe amrika hærf mizænid.

Drill 30b.3 Simple substitution

jome madreseha taatil-e.

edareha

kelasa

enjomene iran-amrika

madreseye ma

danešga

Drill 30b.4 Simple Substitution

mitunim ba ham berim kenare darya.

sinema

sare kelas

šam xordan

haerf zaadan

dar amrika tahsil kardan

mašin xaridan

farsi haerf zaadan

inglisi tamrin kardan

šimi xundan

Drill 30b.5 Repeat the above exercise with the following sentence.

/ba ham berim kenare darya./

Drill 30b.6 Cued conversation (Supply cues for underlined word in the following example -)

s1. Šoma šena bašadid?

s2. naexeyr. bašad nistam vali mixam yad begiram.

cues - ašpezi

inglisi

nevestane farsi

Drill 30b.6 (con't)

basketbal

xundan

farsi

Drill 30b.7 Simple Substitution

saet cand biam xunetun?

madresetun

sare kelasetun

daftaretun

Drill 30b.8 Cued conversation with multiple cues. (In the following exercise, the teacher points to one or two students as indicated in parentheses and asks the following questions. The student(s) is (are) to answer by saying /saet cand beram/ or /saet cand berim/ depending on how many are asked. The teacher then answers with the time indicated.

ex - t. cera nemirid danesga? (1) (haft)

sl. saet cand beram?

t. saet haft.

cera šam nemixorid? (2) (šiš)

cera ruzname nemixorid? (1) (yek)

cera nemirid sare kelas? (1) (se)

cera nemixabid? (1) (yazda)

cera sobhane nemixorid? (2) (haft)

cera farsi nemixunid? (1) (car)

cera telefon nemikonid? (1) (panjo nim)

cera dars nemidid? (1) (deh)

cera nemirid postxume? (2) (dævazda)

cera nahar dorost nemikonid? (1) (yek)

Situational Dialog IB

(This dialog should be taught in the same manner as Situational Dialog IA. When it has been learned, it should be repeated as often as possible along with IA. The students should again be encouraged to act this out in skit form with two of the students playing Iranians. 1 - Iranian 2- jorj 3 - aqaye Širazi)

1. aqayun. ašna bešid. aqaye Širazi. aqaye jorj eston.
2. xeyli xošxextam, aqa.
3. men ham xeyli xošvextam. hale soma xub-e?
2. motšakeram, aqa. hale soma cetor-e?

LESSON 31

dialog a

1. dustetun inja nistand? Isn't your friend here?
2. naxeyr. raftand ruzname
bexerand. No, he went to buy a newspaper.

ejaze
hest

permission
there is, are

1. pes ejaze hest inja bešinam? Then may I sit here?
2. xaes mikonam. befarmayd, aqa. Please do.

dialog a

1. dustetun injā nistand?
2. naxeyr, raftand ruznamē bexerand.
1. pes ejazē hest injā bešinam?
2. xaeš mikonam. befarmayd, aqā.

Drill 3la.1 Forced Substitution

maan raftaam ruzname bexaraam.

Yoma

jaanšid

ma

Yoma

Yagerdam

ferešte

maan

maano Yoma

una

Drill 3la.2 Complex Substitution

una raftaand ruzname bexeraand.

ketab

(xundaen)

dars

(dadaen)

(xundaen)

inglisi

(haerf zaeden)

(taemrin kaerden)

Yena

ašpaži

(dars dadaen)

inglisi

(taedris kaerden)

Drill 3la.3 Simple Substitution

ejaze hæst inja bešinæm?

dærs xundæn

xabidæn

sigar kešidæn

hærf zædæn

nešæstæn

esterahæt kærden

dærs xundæn

Drill 3la.4 Simple Substitution (Repeat above exercise with following sentence - /ejaze midid inja bešinæm?/

Drill 3la.5 Complex substitution

šoma bešædid qæza dorost konid?

(poxtæn*)

fesenjun

qæzaye irani

(tunestan)

(dorost kærden)

mašin

(bešæd budæn)

(xæridæn)

šæmošær

(dorost kærden)

(rošæn kærden)

mašin

(xæridæn)

Drill 3la.5 (Con't)

Xoma balædid mašin bexærid?

(xastæn)

ruzname

xunden

(bælæd budæn)

farsi

hærf zadæn

inglisi

Drill 3la.6 Complex and Forced Substitution

mæn bælædæn qæza dorost konæm.

jæmšid

poxtan

qæzaye irani

(xastæn)

(xordæn)

una

nune irani

(bayæd)

(xæridæn)

mašin

ma

(dorost kardæn)

æli

(raftæn)

Drill 3la.6 (con't)

ali raft mašin dorost kone.

šir* ("faucet")

(koštan*) ("lion")

(xordan) ("milk")

(xastan)

šire irani

cai qand-pehlu

(dust dašan)

cai

Drill 3la.7 (Repeat above exercise in the negative.)

Drill 3la.8 Complex substitution

ejaze hæst un ækso bebinæm.

un ketab

xundan

un ruzname

didæn

radio

kæm kærdæn*

rošan kærdæn

Drill 3la.9 Repeat above exercise with /ejaze mifærmayd..../

Drill 3la.10 Repeat 3la.8 in following form-

s1. aqa, ejaze mifærmayd un ækso bebinæm?

s2. albæte, qorban, xæš mikonæm.

LESSON 31

dialog b

- | | | |
|----|--|---|
| 1. | aqaye neẓad , ŷoma ŷirazo
xub balādid? | Mr. Nezhad , do you know Shiraz
very well? |
| | farmayeŷi daŷtid | expression of politeness (literal
translation - "Did you have a command?") |
| 2. | bāle. befarmayd. farmayeŷi
daŷtid? | Yes. May I help you? |
| 1. | ceqad tul mikeŷe ta beresam
dabirestane ŷalé? | How long would it take me to
get to Zhale high school? |
| 2. | ba taksi taqriban bist
daqiqe tul mikeŷe. | It takes about twenty minutes
by taxi. |
| 1. | mersi. aqaye ŷirazi mixad
ke man emruz unja dars bedam. | Thank you. Mr. Shirazi wants me
to teach there today. |

dialog b

- | | |
|----|---|
| 1. | aqāye neẓād, ŷomā ŷirāzc xūb balādid? |
| 2. | bāle. befarmayd. farmayeŷi daŷtid? |
| 1. | céqad tūl mikeŷe ta béresam dabirestāne ŷalé? |
| 2. | ba taksi taqriban bist daqiqé tūl mikeŷe |
| 1. | mersi. aqāye ŷirazí mixad ke man emrúz unjá dārs bēdam. |

Drill 31b.1 Complex Substitution

ceqad tul mikeše ta beresam dabirestane zale?

raftan

tehran

amadan

manzeletun

residan

sare kelas

bargastan

Drill 31b.2 Complex Substitution

ceqad tul mikeše ta in ketabo bexunam.

(taamam kardam)

(dars dadam)

in safe

(yad gereftam)

inglisi

nevestam

(dars dadam)

Drill 31b.3

add /ceqad tul mikeše ta..../ to the following sentences

1. jansid inglisi yad migire.
2. man nevestan dars midam.
3. man be amrika mosafaret mikonam.
4. fesenjun dorost mikonid.
5. Šax mioxorim.

Drill 31b.4 Cued conversation

repeat above exercise by giving the same cues to S1. S1 will then ask the question as above to S2 who will answer with /taqriban _____ tul mikeše/ The cues for the time for S2 are given below in order.

1. ye sal
2. do ma
3. ye hafte
4. ye saato nim
5. ye saat

Drill 3lb.5

aqaye Širazi mixad ke man unja dars bedam.

(kar kerdan)

Šoma

mehmud

(inglisi yad gereftan)
raftan bazar

ma

ketabe inglisi xundan

Šoma

ruzname xaridan
farsi harf zadan
inglisi tamrin kerdan

pesareŠun

inglisi xundan

Šoma

qaeza dorost kerdan
ketabe inglisi ovordan
bar gaešan sare kelas

man

ali

Šimi dars dadan
cai ovordan
Šam xordan
bidar Šodan

Šoma

nešestan
sakat nešestan
in ketabo bar daštan
amadan sare kelas
tekrar kerdan

Situational Dialog IC

This dialog is to be learned and acted out in the same manner as IA and IB.

1. aqaye jorj, šoma ba aqaye širazi ašna nistid?
2. naheyr, vali keyli mayelaan bašun ašna bešam.
1. pes befarmayd tu otaqe moellemin. šomaro bešun moarefi mikonam.
1. aqaye širazi, ba duste amrikaimun ašna bešid. esmešun aqaye jorj eston-e.
3. salam aqa. keyli xošvaxtim.
1. man ham hamintor. hale šoma xub-e?
3. motšakeram. hale šoma cetor-e?
2. motšakeram. be lotfe šoma

The following two expressions may also be taught -

az didane šoma (az molaqate šoma) keyli xošvaxtam.
ahvale šoma - or ahvale šarif-

Present the following situations to the students and have them act them out immediately - impromptu.

1. people involved - A.(American) B(Iranian teacher friend), C (third teacher)
 Situation - A does not know C but wishes to meet him. C is sitting apart, A asks B to introduce them.
2. People - A (American) B (Iranian friend) C (third Iranian sitting apart.)
 Situation - A knows B and C. A asks B if he knows C. Since he doesn't know him, he asks if he would like to meet C and then introduces them.
3. People - A (American) B (Iranian friend) C (third Iranian - present)
 situation - B introduces A to C. Upon introduction, they exchange greetings and C asks A and B to sit down. A sits next to C. A is not familiar with Iranian names and must ask C politely to say his name since he cannot remember it.
4. A (American) B (Iranian)
 A has seen B before and thinks he knows his name. He then goes over to B and asks him if he is _____. He is. A introduces himself. B invites him to sit down and they talk about who A is and where he is from.
5. A (American) B (Iranian)
 B thinks he knows A and comes over to ascertain if he is _____. He is and B introduces himself. They exchange greetings and A invites B to sit down. As they sit down A politely asks for B's name since he cannot remember Iranian names well. A and B then start a conversation by asking about each other.

PERSIAN - ENGLISH GLOSSARY, LESSONS 1 - 20

ab	water	car'sambe	Wednesday
abi	blue		
almani	German	cand	how many, how much
amrika	America	cel	forty
amrikai	American	celow kebab	(Persian dish)
aga	sir, Mister	ceqad	how much
aspazi	cooking	cera	aff. answer to neg. question
asalahazrat	H. I. M.	cerá	why
abri	cloudy	ceraq	light, lamp
afqani	Afghani	cefm	eye
afqanestan	Afghanistan	cetox	how
araq	Iraq	ci	what
araqi	Iraqi	cín	China
arabi	Arabic	cini	Chinese
armen	Armenian	dabestan ..	elementary school
avval	first	dabirestan	high school
ayyalat	state	danešamuz	student (h.s./elem.)
		danešju	college student
ba	with	danešga	university
baruni	rainy	dar-	have
basketbal	basketball	dāevast	invitation
bard az zor	afternoon	dāevast dar	be invited
baçe	child	dābir	teacher (h.s./coll.)
bad	bad	dafter	office; notebook
bad- mia-	dislike	dah	ten
bard	after	dāndun	tooth
behar	spring (season)	dār	in, door
bāled	know (adj.)	dārd mikon-	hurt
baie	yes	dārs mid-	teach
baluc	Baluchi	dārya	sea
berader	brother	dāst	hand
beraye	for	dāvazde	twelve
berf	snow	dayqe	minute
berf miad	it's snowing	del	stomach; heart
baxtiari	Bakhtiari	dige	yet (with neg.)
be	to (prep.)	dir mikon-	be late
bebaxšid	excuse me	divar	wall
befarmaid	go ahead, please,	do	two
	after you	doktor	doctor
bidar	awake	dorost	right; ready
bidar miš-	to wake up	dorost mikon-	prepare
bikar	not busy, free	došambe	Monday
biološi	biology	dostar	girl
bist	twenty	midun-	know
bištar	more	dur	far
boland miš-	get up	dust	friend
botri	bottle	dust dar-	like, love
bozorg	big	duxtan	sewing
cai	tea	emruz	today
car	four	emšeb	tonight

esm	name	javab mid-	answer (v.)
espanyoli	Spanish	jib	pocket
esterahet mikon-	rest	jome	Friday
extiar darid	(taarof)	junub	south
		kaqaz	paper
famil	last name	kar	work
fars	Persian (person)	kaf's	shoes
farsi	Persian (lang.)	kalam	word
mi'ahm-	understand	kami	a little (bit)
faqet	only	kasi	someone
faqir	poor	kasif	dirty
faransavi	French (person)	ke	that
faranse	French (lang.)	keravat	tie (n.)
farda	tomorrow	kesel	under the weather,
fenjun	cup		out of it
fesenjun	(Persian dish)	ketab	book
film	film, movie	ketab mixun-	read
fizik	physics	ketabxune	library
		ki	who
mig-	say, tell	kodum	which
gac	chalk	koja	where
garm	warm	kojai	where from
gorbe	cat	komek	help
gorosne	hungry	kord	Kurd
guš mikon-	listen	kot	jacket
gušt	meat	kucik	little
hala	now	landen	London
hazer	ready	lebas	clothes
haft	seven	lebas mipuš	get dressed
hafte	week	livan	glass (drinking)
ham	also	lotfan	please, kindly
hame	all, every(one)	lotf darid	you're very kind
hammam mikon-	take a bath		
hamiše	always	ma	we
har-do	both	mader	mother
harf mizen-	talk, speak	maderbozorg	grandmother
hašt	eight	mal	possession
haetmen	certainly, un-	male man-e	it's mine
	doubtedly	masto xiar	(Persian dish)
hava	air, climate	mašallah	God keep it so
havapeyma	airplane	mašin	car
hend	India	mazandarani	Mazandarani
hendi	Indian	mazmulan	usually
		madrese	school
inglisi	English	majalle	magazine
inšallah	God willing	men	I
irani	Iranian	menzel	house, home
išun	he, she (pol.)	nartub	humid
		masalan	for example,)
ja-be-ja	from place to	masjed	mosque
	place	mašqul	busy, occupied

məqreb	West	pedar	father
markəz	center	pedarbozorg	grandfather
məšreq	East	pesar	boy
medad	pencil	piade	by foot
mersi	thank you	pirahən	shirt
mesle	like, as	polo	cooked rice
mia-	come	pošt	back
miz	table	pōšte	behind
mocellem	teacher	pul	money
modire mədrese	principal	puldar	rich
mohandes	engineer		
mohassel	student	qali	rug
mokaleme	conversational	qamgin	sad
montazer	waiting, ex- pecting	qəšəng	beautiful
	grateful	qatar	train
mošaker	difficult, hard	qave	coffee
mošgel	hair	qavei	brown
mu	music	qəza	food, meal
musiqi		qəza mixor-	eat
		qermez	red
name	letter	qorban	sir
narahət	uncomfortable		
naxoš	sick, ill	mir-	go
naft	oil	rast	right, true
nəhar	lunch	rəxs	dance (n.)
nəqqaši	painting	miree-	arrive
nəxeyr	no	restoran	restaurant
nəxše	map	roman	novel
nəzdik	close (distance)	ruye	on
neveštən	writing	ru-be-ru	across from
minevis-	write	rusi	Russian
nim	half	rusiye	Russia
nist	isn't	ruzname	newspaper
noh	nine		
now	new	saət	hour, clock
nun	bread	sal	year
		səbz	green
o	and	səfe	page
otaq	room	səg	dog
otobus	bus	səhih	correct
ostad	professor	salam	hello
		səndəli	chair
pa	foot	sər	head
paiz	autumn	səre	at, to
pakət	envelope	səri	cold
paytaxt	capital	səre vaxt	on time
penir	cheese	səvari	type of taxi
panj	five	se	three
panjah	fifty	sefid	white
panjəre	window	səšəmbə	Tuesday
panjəšəmbə	Thursday	sia	black
pes	therefore	sinema	movie

soal mikon-	ask (v.)	xab	sleep (n.)
sob	morning	mixab-	sleep, go to sleep
sobhane	breakfast	xab- mia-	become sleepy
Yagard	student	xabgah	dormitory
Yam	supper	xaes mikonam	excuse me, please
Yab	evening	xahar	you are welcome
Yahr	city	xanum	sister
Yambe	Saturday	xaste	Mrs., Miss
Yatranj	chess	xeyli	tired
Yekar	granular sugar	xob	very
Yena	swimming	xiaban	well..., fine...
Yimi	chemistry	xod	street, avenue
Yis	six	xodafez	self
Yoma	you	xodnevis	goodbye
Yomal	Ncrth	xonak	fountain pen
Yomare	number	xorak	cool
Yowraevi	Soviet	xorak	eat, drink
Yune	comb	xoreš	type of Persian food
		xoš- mia-	like (v.)
ta	until	xošhal	happy
-ta	number suffix	xošk	dry
taarof	no translation	xub	good
tabestun	summer	mixon-	read, study, sing
taksi	taxi	xune	house
tadris mikon-	teach, instruct	ya migir-	learn
tahsil mikon-	study	yazde	eleven
talefoz mikon-	pronounce	ye(k)	one
tamrin mikon-	practice	yeki	a (certain) one
tashrif biarid	please come (pol.)	yekYambe	Sunday
taxtepakkon	eraser	zan	woman, wife
taxtesia	blackboard	zard	yellow
tekrar mikon-	repeat	zemestun	winter
telefon	telephone	zendegi mikon-	live (v.)
teren	train	ziad	too, very much
tešne	thirsty	zire	underneath
torkeman	Turkoman	zud	soon, early
torki	Turkish (lang)	Yaponi	Japanese
tu	in, inside of		
tul mikeš-	take time (v.)		
u	he, she, it		
un	that, those		
una	they		
unja	there		
vali	but		
varzeš mikon-	exercise (v.)		
vaxt	time		
vazire farhang	Minister of Edu-		
	cation		
vezarate farhang	Ministry of Edu-		
	cation		

Compiled by Don West